



St John's C of E Primary School

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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 C of E Primary School |
| Number of pupils in school | 371 |
| Proportion (%) of pupil premium eligible pupils | 47 children - 12.6% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 3 years |
| Date this statement was published | September 2025 |
| Date on which it will be reviewed | September 2026 |
| Statement authorised by | Danielle West-Gaul Headteacher |
| Pupil premium lead | Rosie Monks Deputy Headteacher |
| Governor / Trustee lead | Andrew Snee Governor |

Funding overview

| Detail | Amount |
|---|---------------|
| Pupil premium funding allocation this academic year | £65,792 |
| Service Children | £700 |
| LAC Income | £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 | £66,492 |

Part A: Pupil premium strategy plan

Statement of intent

The school serves the community of Midsomer Norton. The pupil premium grant reflects this social group. As a school that takes pride in its inclusive ethos, the money is used to remove barriers to success for our most vulnerable learners.

At St John's C of E Primary School all members of staff and governors accept responsibility for all pupils recognising that a number of pupils within the school population, some of whom are not eligible for pupil premium funding, may at any point during their school career require additional support and intervention. We are committed to meeting our pupils' pastoral, social and academic needs in a nurturing environment. As with every child in our care, a child who is in receipt of the pupil premium is valued, respected and entitled to develop to their full potential. Our focus is on supporting learning and attainment for each individual pupil through quality teaching and high expectations for all.

High-quality teaching is at the heart of our approach, with a focus on areas in which Pupil Premium pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit all vulnerable pupils in our school.

Evidence-based research and resources from the Education Endowment Foundation are used to focus our resources and funding in the most impactful way. Interventions and provision for pupil premium eligible children are planned based on the individual child's need and are reviewed throughout the year by the class teacher in conjunction with the Pupil Premium Lead, SENDCO and school leaders and informed by pupil tracking data on attainment, attendance, behaviour and advice from outside agencies and other professionals where appropriate together with the views of the child's parents/carers.

Pupils are not singled out, highlighted or treated differently as a result of their eligibility for pupil premium funding. As an inclusive school, the focus is on supporting learning and attainment for each individual pupil through quality teaching and high expectations for all.

The school recognises that many children at the school are from low-income families who do not meet the benefits threshold for the Pupil Premium grant but face similar disadvantages and vulnerabilities and will therefore also benefit from the strategies outlined in this plan. The activity we have outlined in this statement is intended to support the needs of all our disadvantaged pupils, regardless of whether they are in receipt of the Pupil Premium grant or not. We consider 'disadvantaged pupils' can also include those who have a social worker, are young carers or receive support from our Education Welfare Officer.

The ultimate objectives for our pupils who are in receipt of pupil premium are:

To ensure the attendance of pupils in receipt of pupil premium is at least in line with those of peers in school.

We know that children learn best when they attend school regularly. However, the attendance of the pupil premium group is lower than the attendance of those not in receipt of pupil premium in particular, persistent absentees. In our strategy we focus on encouraging attendance through meeting the well-being needs of pupils and families, by providing exciting learning including access to outdoor learning and forest schools, and through our Thrive mentor and our pupil premium lead actively engaging with families to encourage and support good attendance in school.

To ensure that all children receiving Pupil Premium make accelerated progress so that they are either working at age related expectations in Reading, Writing and Maths by the end of the academic year, or they have made outstanding progress throughout the year so that the gap is closing.

66% of our pupils in receipt of pupil premium have identified special educational needs. In all cases we strive to ensure all our pupils make excellent progress. We believe that all our pupils benefit from high quality teaching every day and we ensure our strategy provides for this with further additional

intervention through one to one and small group teaching. We have accessed this through providing training for our current staff in school. Our Pupil Premium Champion works to ensure high aspiration and high quality provision for all pupils in receipt of pupil premium. She is a member of SLT and has time to carry out this work in school.

To ensure that pupils take part in an enriched, varied curriculum that provides experiences to enhance progress in academic, social and emotional development.

At St John's we know children must be ready to learn by ensuring their personal, social, emotional and developmental needs are met. This has been particularly evident for children on entry to EYFS. They must have personal resilience and aspirations through having access to wider opportunities within an enhanced curriculum. This will impact positively on learner behaviours and pupil outcomes.

We have established a successful induction programme which is now embedded in school and a weekly Forest School session for our youngest children. This early intervention helps to remove these barriers sooner in the child's education. Our strategy includes a highly experienced Well Being team who work in close partnership with the children and families.

PP children with identified SEN needs receive appropriate support and assessments.

Challenges/Barriers:

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

pppils:

| Challenge number | Detail of challenge | | | | |
|------------------|---|--------------|---------------|-------|-----------|
| 1 Attendance | The attendance of pupils in receipt of pupil premium is below that of peers and a greater proportion are classed as persistent absentees. | | | | |
| | | Whole School | Pupil Premium | SEND | |
| | 2024-2025 | 95.6% | 93% | 95.1% | |
| | <p>Persistence absence:</p> <p>In 2024-25 there were 4 pupil premium children deemed as persistent absentees.</p> | | | | |
| 2 Outcomes | There is a small, key group of pupils in receipt of PP not making expected progress despite interventions. | | | | |
| | | Whole School | PP | SEND | PP + SEND |
| | 2025-26 | 371 | 47 | 80 | 31 |
| | | 100% | 12.6% | 21.6% | 8% |
| 3 Progress | PP children often have lower starting points and this gap is not yet closed when they leave EYFS. Gaps are seen across all EYFS areas of learning. | | | | |
| 4 SEND | 69% of the PP pupils also have Special Educational Needs or Disabilities (Oct 25). Ensuring that provision is tailored to meet the personal barriers to learning for each | | | | |

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| | child. This support is particularly required for SEMH, SALT and Early Reading interventions. |
| 5 Reading | <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics and reading comprehension than their peers. This negatively impacts their development as readers - particularly inference and comprehension skills, as well as fluency (sometimes due to a lack of practice at home).</p> <p>Disadvantaged children often have less opportunities to read for pleasure. They have less access to new and exciting books and are less likely to have stories read to them. This negatively impacts their development as readers from Reception through to Year 6.</p> <p>These pupils are making expected progress in most year groups however, they need to make accelerated progress to close the gaps with their peers- particularly in KS1</p> |
| 6 Writing | Lack of vocabulary to draw on; poor spelling and sentence construction; restricted oral language and limited writing skills. Limited vocabulary and poor ability to articulate learning orally limits outcomes across the curriculum for many PP pupils. Progress and attainment in reading is good throughout school, but progress and attainment in writing and spelling is not in-line with reading. |
| 7 Personal Development | Levels of resilience and independence for some pupils are not as strong as they could be especially when in test situations or under pressure; this can lead to an over reliance on adults and a detrimental effect on academic progress, particularly in Maths (both with basic arithmetic and reasoning/problem solving) and writing. Challenges faced by many pupils are an inability to reflect or respond to feedback, lack of motivation, inability to break down and understand targets and lack of aspiration and stamina to improve. |
| 8 Personal Development | Some of our pupil premium children have a lack of cultural capital and enrichment opportunities outside of school. Some PP children need broader outlooks and higher aspirations - low stimulation outside school and lack of life experience. |
| 9 Home Situation | Family challenges such as tension between family members and a breakdown of parental relationships feature significantly in the lives of a number of our vulnerable children. |
| 10 Cultural Capital | A large proportion of our vulnerable pupils have limited cultural capital. Challenges faced by many of our pupils are lack of access to high-quality reading books, lack of access to funds for trips, lack of access to IT beyond the classroom, limited access to wider cultural experiences and opportunities outside school. |

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 |
|---|---|
| To continue to ensure the attendance of pupils in receipt of pupil premium is in line with those of peers, reducing the proportion classed as persistent absentees. | <ul style="list-style-type: none"> • Pupils who are falling behind national expectations for attendance are identified and swiftly targeted. • The gap between whole school attendance (24/25 96.3%) and pupils in receipt of pupil premium funding (24/25 93.7%) reduces. • Reduced absence among pupils eligible for PP to achieve academic targets. |

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| | <ul style="list-style-type: none"> • Tailored support is provided for families with low attendance, working with the school's attendance team and key members of staff. (Early Intervention approach). • Pupils take up the opportunity to attend Morning Breakfast Club for free to increase attendance in school and reduce lateness |
| To ensure that all children receiving Pupil Premium make accelerated progress so that they are either working at age related expectations in Reading, Writing and Maths by the end of the academic year, or they have made outstanding progress throughout the year so that the gap is closing. | <ul style="list-style-type: none"> • Data shows that individual PP pupils have accelerated their rate of progress in Reading, Writing and Maths. • Increased percentage in the number of pupils achieving the expected standard in Reading, Writing and Maths in all year groups but especially EYFS, Y2 and Y6. • Increased % in the number of pupils achieving the expected standard in Phonics in Y1 and Y2. Phonics outcomes for PP pupils judged at least good. • Attainment gaps between PP and non-PP children are closing. • Class teachers demonstrate a high level of knowledge of children's individual needs at Pupil Progress Meetings. • A focus on early reading strategies in EYFS and KS1 and fluency and comprehension in KS2 increase reading attainment. • We have increased reading for pleasure amongst Disadvantaged pupils. • Daily Maths 'arithmetic' sessions cement 'the basics' leading to better attainment in Maths. • All relevant staff have received training to effectively deliver the 'Little Wandle' scheme so that disadvantaged pupils obtain the required attainment outcomes against their peers nationally, based on the Phonics Check. • Through participation in the WELLCOM programme, communication and language skills for identified pupils in EYFS improve significantly. |
| Improved oral language skills and increased vocabulary among Pupil Premium Pupils. | <ul style="list-style-type: none"> • Assessments and observations indicate significantly improved oral language and range of vocabulary in all subjects (a particular focus in writing). This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. • PP pupils in the Early Years reach a Good Level of Development in Communication and Language and WellComm assessments show good progress. |
| To ensure that pupils take part in an enriched curriculum that provides experiences to enhance progress and increase resilience and aspirations. | <ul style="list-style-type: none"> • For pupils with SEMH needs, accurate and timely identification and careful monitoring of individual targets, support plans and bespoke provision in class enables these children to thrive. • Wellbeing team proactively engages with outside agencies to provide additional support and advice where appropriate re: mental health and well-being. • The Wellbeing Team identifies parents for additional support and works with them on strategies to support SEMH and further parental engagement. • Home learning increases the amount of learning at home opportunities that children have access to. |

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| | <ul style="list-style-type: none"> • School further develops its communication via an accessible website with regular Facebook Posts and links. • Maths, Reading and Phonics Information sessions and other curriculum events for parents are held throughout the year. • Reduced absence among pupils eligible for PP to achieve targets. • Attainment and progress is improved through greater motivation and self learning. • Parents report positive experiences of working with their children on learning objectives at home. • The majority of disadvantaged children take part in at least one lunchtime or after-school club or enrichment activity each year e.g. sports competitions, peripatetic music lessons. • Increase in the number of pupils accessing extra-curricular activities and trips, increasing their life experiences. • All PP pupils reach their full potential; some exceed – more able PP are judged as working at GDS. • Our rich, exciting and engaging curriculum is further enhanced to ensure that lessons promote shared values and pupils' SMSC development. • Positive emotional wellbeing and good mental health is promoted across the school community so that all pupils have high aspirations and positive self esteem. • A free place at Breakfast Club is provided for PP children. • Quality lunchtime and after-school clubs offered to PP children provide them with wider opportunities thereby enhancing their personal development. • Trips, visits, clubs are subsidised so PP children have the same opportunities and experiences as non-disadvantaged children. |
| PP children with identified SEN needs receive appropriate support and assessments. | <ul style="list-style-type: none"> • Accurate referrals and targeted interventions/signposting to other services is achieved. These pupils make good progress in all aspects of school, especially linked to SEND plans and targets. |

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.



High Quality Teaching (for example, CPD, recruitment and retention)

| Activity | Evidence that supports this approach Likely impact on Progress (+month) Education Endowment Foundation Research | Challenge number(s) addressed |
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| CPD for all teachers and support staff to develop knowledge of pupil premium challenges the children face. | The PP overview allows teachers, SLT and the PP leader to better understand the needs of each pupil and how these needs can best be met. The EEF Guide to the Pupil Premium makes it clear understanding 'your children is the first step to a successful strategy. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development | |
| To teach challenging and thoughtfully scaffolded lessons across all ability ranges, demonstrating the use of an appropriate range of teaching skills, strategies (including feedback) and resources that meet learners' needs, take account of diversity and promote equality and inclusion. | Sutton Trust found that, 'The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers. Meta-Analysis of research by John Hattie breaks down quality teaching into: Pupils having clear goals/objectives; Teachers providing pupils with modelling/scaffolding/appropriate steps to achieve them. | 2,3,4,5,6 |

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| | <p>High quality teaching for all is the most important lever for improving outcomes (EEF Guide to Pupil Premium).</p> <p>Evidence to support the impact of quality first teaching. The EEF notes that feedback appears to have a greater effect on primary pupils (+7 months): Teacher Feedback to Improve Pupil Learning EEF (educationendowmentfoundation.org.uk)</p> <p>See EEF Toolkit : High Quality Teaching https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p> | |
| Continue to embed the use of standardised diagnostic assessments. Quality discussion in Pupil Progress meetings to ensure assessments are interpreted and administered correctly. | <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</p> <p>YARC for every pupil premium child</p> | 2,3,4,5,6 |
| <p>Language for Life programme https://thehub.bathnes.gov.uk/Page/20621</p> | <p>The long-term ambition of the LFL programme is to upskill whole staff teams and embed the approach into everyday practice across EYFS settings in B&NES.</p> <p>An independent evaluation of the programme's first two years by ImpactEd Evaluation found a dramatic reduction in the number of children who were significantly behind in their speech and language skills. The evaluation suggests children with English as an additional language or those eligible for Early Years Pupil Premium funding made particularly good progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> | |
| <p>Consistent approach to the teaching of Early Reading and English across school following the teaching sequence model.</p> <p>Use of phonics scheme - Little Wandle in Years R and 1 and catch up units from Year 2 https://www.littlewandle.org.uk/about-us/our-pedagogy/</p> | <p>See EEF Toolkit : High Quality Teaching https://educationendowmentfoundation.org.uk/early-years/evidence-store/early-literacy</p> <p>'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.'</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> | 2,4,5,6 |

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| <p>Review current provision alongside the guidance: 'Special Educational Needs in Mainstream,' for the teaching of maths for SEND pupils</p> | <p>See EEF research guidance report: Special Educational Needs in Mainstream School published in March 2020</p> <p>Use of 'Five a Day' approach. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-high-quality-teaching-for-pupils-with-send</p> <p>Ensure all pupils have access to high quality teaching.</p> <p>Compliment high quality teaching with small groups and one to one interventions. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p> | <p>2,3,4,5,6</p> |
| <p>To address the specific needs of each child on an individual basis, to ensure that support and provision is personalised to meet the barriers to learning for each child.</p> | <p>Evidence to support the impact of quality first teaching and targeted support: https://educationendowmentfoundation.org.uk/news/pupil-premium-help-support-disadvantaged-pupils</p> <p>Improved Identification and Targeted Support CPD enables staff to better understand the specific academic and non-academic barriers faced by disadvantaged pupils. This knowledge supports accurate diagnosis of pupil needs through data and observation, which is critical for effective intervention planning (Using Pupil Premium: Guidance for School Leaders, March 2025).</p> <p>Enhancing High-Quality Teaching The statutory guidance highlights that high-quality teaching is the most effective way to improve outcomes for disadvantaged pupils. CPD focused on pupil premium challenges equips teachers with strategies to adapt their teaching to meet these pupils' needs, such as differentiated instruction and formative assessment techniques https://educationendowmentfoundation.org.uk/news/eeef-blog-unlocking-potential-the-power-of-the-pupil-premium</p> <p>Supporting Whole-School Awareness and Culture When all staff, including teaching assistants and support staff, receive CPD about pupil premium challenges, it fosters a shared understanding and collective responsibility. This contributes to a positive school culture that prioritises equity and inclusion, which is linked to better engagement and outcomes for disadvantaged pupils (Using Pupil Premium guidance, Step 1 and Step 3).</p> <p>Evidence from the Education Endowment Foundation (EEF) The EEF's Teaching and Learning Toolkit and related</p> | <p>2,3,4,5,6</p> |

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| | <p>guidance emphasise that professional development is a key enabler for implementing evidence-informed approaches effectively. For example, training in systematic synthetic phonics or mastery learning supports pupils with lower prior attainment, many of whom are disadvantaged.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>Sustained Impact Through Implementation Support CPD that includes mentoring and coaching helps embed new practices in classrooms, ensuring that knowledge about pupil premium challenges translates into sustained changes in teaching and support (Using Pupil Premium guidance, Professional Development section).</p> | |
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions>

| Activity | Evidence that supports this approach Likely impact on Progress (+month) Education Endowment Foundation Research | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Phonics</p> <ul style="list-style-type: none"> • Additional Little Wandle phonics ‘keep up’ and ‘catch up’ sessions targeted at disadvantaged pupils who require further phonics support. • Ensure all relevant staff (including new staff) have received training to deliver Early Reading and the Little Wandle scheme effectively. • To ensure that delivery of the Little Wandle Scheme is monitored closely across EYFS and KS1 and pupils making below expected progress are identified in Pupil Progress Meetings. | <p>EEF toolkit states that phonics interventions have a +4 months impact on the most vulnerable pupils. Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p>Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks.</p> <p>‘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</p> | 2,3,4,5,6 |

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| <p>Reading</p> <ul style="list-style-type: none"> • To promote a love of reading throughout school - create a welcoming and positive reading environment in each class, and the library. • Early Reading in EYFS/KS1 – use detailed, sharp, ongoing assessment systems and recording processes to ensure teaching and texts are matched to need. • Prioritising the hearing of the lowest 20% for daily reading. Fluency is considered alongside decoding. • Once phonic knowledge is secure, KS2 interventions have a balanced focus on vocabulary development, reading fluency and comprehension skills. • Track closely attainment and progress of disadvantaged pupils – AFL leads to responsive and precisely targeted pre and post teaching. Teachers provide pupils with modelling/scaffolding/ steps to achieve them. • Quality first teaching and intervention groups across all classes. • Ensure class books are used in context and linked to subject topics. • Regular monitoring of Phonics and Reading provision. | <p>EEF guidance report Improving Literacy in KS1 states that effectively implementing a systematic phonics programme has ‘very extensive’ evidence to suggest it will be effective. It states progress should be monitored, lessons should be engaging and all staff should receive training.</p> <p>Teaching reading comprehension strategies has a high impact for disadvantaged pupils for a low cost according to EEF toolkit (+6 months impact). It also has a ‘very extensive’ evidence strength as mentioned in the Guidance Report Improving Literacy in Key Stage 2.</p> <p>Developing pupils’ language capability to support their reading and writing has ‘extensive’ evidence according to EEF Guidance Report Improving Literacy in Key Stage 2. This includes reading books aloud, vocabulary, structured questioning to develop comprehension and thinking aloud.</p> <p>‘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</p> | <p>2,3,4,5,6</p> |
| <p>Writing</p> <ul style="list-style-type: none"> • Writing Subject Leader to develop staff skills in delivering appropriate learning strategies. • Track closely attainment and progress of disadvantaged pupils – AFL leads to responsive and precisely targeted teaching. Teachers provide pupils with modelling/scaffolding/ steps to achieve them. | <p>Sutton Trust found that, ‘The effects of high- quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years’ worth of learning with very effective teachers Small group tuition having an impact of +4 months (EEF)</p> <p>Meta-Analysis of research by John Hattie breaks down quality teaching into: Pupils having clear goals/objectives; Teachers providing pupils with modelling/scaffolding/appropriate steps to achieve them.</p> | <p>2,3,4,5,6</p> |

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| <ul style="list-style-type: none"> • Quality first teaching and intervention groups across all classes. Target disadvantaged pupils using in house data analysis and provide reading fluency practice, or reading comprehension activities, in every year group to close the gap. • Writing planning to follow the suggested teaching sequence - to be closely monitored by the Writing Subject Leader. | <p>High quality teaching for all is the most important lever for improving outcomes (EEF Guide to Pupil Premium).</p> <p>‘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.</p> | |
| <p>Maths</p> <ul style="list-style-type: none"> • Establish Maths interventions for disadvantaged pupils falling behind age-related expectations. • Track closely attainment and progress of disadvantaged pupils – AFL leads to responsive and precisely targeted teaching. Teachers provide pupils with modelling/scaffolding/ steps to achieve them. • Quality first teaching and intervention groups across all classes. • Continue to use manipulatives and modelling to secure knowledge of place value and other key numerical concepts. • Daily progressive arithmetic sessions | <p>Sutton Trust found that ‘The effects of high- quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years’ worth of learning with very effective teachers Small group tuition having an impact of +4 months (EEF)</p> <p>Meta-Analysis of research by John Hattie breaks down quality teaching into: Pupils having clear goals/objectives;</p> <p>Teachers provide pupils with modelling/scaffolding/appropriate steps to achieve them. High quality teaching for all is the most important lever for improving outcomes (EEF Guide to Pupil Premium).</p> <p>EEF Toolkit guidance: https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support</p> <p>‘Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small groups and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.’</p> <p>‘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</p> <p>https://educationendowmentfoundation.org.uk/early-years/evidence-store/early-mathematics</p> | <p>2,3,4,5,6</p> |

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| Teaching Assistant timetable reevaluated to deliver pastoral groups, positive play at playtimes, out-door learning, settling children into school in the morning. Increase in the number of SMSAs to develop positive play at lunchtimes. | '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 | 1,2,3,4,5,6,7,8 |
| External Professionals. Assessments, reports and guidance from OT, EP, SALT | Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment Both targeted interventions and universal approaches can have positive overall effects | 2,3,4,5,6,7,8 |
| Targeted Speech and language sessions Implementation of a programme (Wellcomm) to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. | Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment | 2,3,4,5,6,7,8 |
| Targeted social and emotional support - Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school. Continue to embed Thrive | Both targeted interventions and universal approaches can have positive overall effects | 1,2,3,4,5,6,7,8 |
| Targeted Executive functioning Intervention | Use structured interventions that are explicit, systematic, and based on pupil assessment to target EF skills. Interventions should be planned carefully and start early to build foundational cognitive skills (EEF - Improving Mathematics in Early Years and KS1, DfE Best start in life). Examples include games and activities that require memory, self-control, and flexible thinking (e.g., working memory games, turn-taking activities). Practitioners should guide children towards engaging with activities that challenge their EF, rather than leaving them to self-initiate (DfE - Best start in life). | 1,2,3,4,5,6,7,8 |
| Targeted Sensory Circuits Intervention | EEF highlights the importance of helping pupils to direct their own learning and manage their behaviour and emotions. | 1,2,3,4,5,6,7,8 |

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| | <p>Sensory circuits can be seen as a practical intervention to support pupils in developing self-regulation skills by helping them to manage sensory input and emotional states before engaging in learning.</p> <p>Sensory circuits may help reduce cognitive overload by preparing pupils to engage more effectively with learning tasks (EEF Recommendation 4a on cognitive load).</p> <p>By helping pupils to regulate sensory input, sensory circuits can support pupils in being more focused and ready to retain and retrieve knowledge (Recommendation 4b and 4c).</p> <p>The EEF recommends purposeful practical work as part of learning sequences (Recommendation 5).</p> <p>Sensory circuits involve physical activities that engage pupils actively, which can help improve attention and readiness for learning.</p> <p>Sensory circuits can be part of a structured routine where pupils receive feedback on their engagement and self-regulation, aligning with EEF's emphasis on structured feedback to move pupils' thinking forward (Recommendation 7).</p> | |
| Targeted Social Communication Intervention | <p>EEF recommends explicitly teaching Social and Emotional Learning skills such as self-awareness, self-regulation, social awareness, relationship skills, and responsible decision-making. These skills underpin effective social communication.</p> <p>Strategies include expanding emotional vocabulary, role-playing communication skills, and using stories to discuss emotions and perspectives.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p> <p>Small-group and one-to-one interventions targeted at social communication can be powerful if carefully selected and implemented.</p> <p>Interventions should be evidence-based, targeted through assessment, and delivered by trained adults, including teaching assistants where appropriate.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p> <p>Social communication skills should not only be taught in dedicated sessions but also modelled and integrated across the curriculum and daily interactions.</p> <p>Specific praise for social communication skills and embedding SEL in subjects like literacy, drama, and PE supports generalisation of skills.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p> <p>A curriculum that is Sequential, Active, Focused, and Explicit (SAFE) helps build social communication skills progressively and effectively.</p> | 1,2,3,4,5,6,7,8 |

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| | <p>Activities such as role-play, discussion, and small group work provide active practice opportunities. EEF - Improving Social and Emotional Learning in Primary Schools, Recommendation 4</p> <p>Successful social communication interventions require careful planning, staff training, ongoing monitoring, and adaptation based on evidence of impact.</p> <p>Involvement of all school staff and alignment with school priorities enhances effectiveness. EEF - Improving Social and Emotional Learning in Primary Schools, Recommendation 6; https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</p> | |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

| Activity | Evidence that supports this approach Likely impact on Progress (+month) Education Endowment Foundation Research | Challenge number(s) addressed |
|---|---|-------------------------------|
| Funded Headstand PE sessions - 1:1 and small group | Support targeted at specific needs and knowledge and nurture gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups. | 1,3,5,7,8 |
| Funded Play Therapy sessions | Support targeted at specific needs and knowledge and nurture gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups. | 1,3,5,7,8 |
| A well planned transition arrangement into EYFS to ensure nursery and parental engagement identifies 'at risk' pupils as, or before, they start school. | Support targeted at specific needs and knowledge and nurture gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups. | 1,2,3,4,5,6,7,8 |
| Purchase books of interest to pupils Well organised book areas and libraries | <p>https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</p> <p>Disadvantaged pupils often have limited or no access to books at home. Providing them with books helps bridge this gap and supports their development as fluent readers. The Framework highlights the importance of making tempting books available, especially for these pupils, to foster a love of reading and build reading stamina.</p> <p>Pupils without access or encouragement may not see reading as pleasurable or desirable. Providing books tailored to their interests can help change this mindset.</p> | 2,3,4,5,6 |

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| | <p>Disadvantaged pupils benefit from a "feast of books"; easy reads, nonfiction, graphic novels, joke books, and more to find something that hooks their interest. This variety encourages repeated reading and engagement, crucial for building reading habits. For pupils who cannot yet read independently, books chosen for being suitable for shared reading or read-aloud sessions are important. This supports their early reading development until they can access texts independently.</p> <p>The Framework suggests leveraging peer influencers to promote books among pupils, which can be particularly motivating for disadvantaged pupils who may benefit from social encouragement to read. Well-organised book corners and libraries with carefully selected, refreshed, and accessible books increase the likelihood disadvantaged pupils will engage with reading materials both at school and at home.</p> | |
| <p>Uniform Allowance</p> <p>Second Hand September sales</p> <p>- uniform, toys, books</p> | <p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p> | 1,3,7,8 |
| <p>Breakfast Club</p> | <p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p> | 1,2,3,4,5,6,7,8 |
| <p>EWO Service</p> <p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p> | <p>Increased attendance giving access to learning and targeted work</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> | 1,2,7,8 |
| <p>Support to access Extra-Curricular opportunities</p> <p>- priority in school clubs</p> <p>-priority for sporting events outside of school</p> <p>- use of MAT minibus to support smaller events and reduce costs</p> <p>- subsidised music lessons</p> | <p>Successful schools use a wider range of strategies, including school trips.</p> <p>The research found that high-performing schools, both inside and outside of London, used a broader range of strategies to support disadvantaged pupils than lower-performing schools.</p> <p>Successful strategies for supporting children from poorer backgrounds included subsidising trips and extracurricular activities, and directing resources towards the early years and foundation stage.</p> | |

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| <p>School Education Visits subsidies to access cultural capital opportunities</p> <ul style="list-style-type: none"> - free Y6 SATs study book - 25% subsidy for school trips - 25% subsidy for Y4 camp - subsidising Turin visit - 25% subsidy for Y6 camp - 25% subsidy for chargeable activities | <p>Enable all children the opportunity to participate fully in our broad and balanced curriculum.</p> <p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p> <p>Successful strategies for supporting children from poorer backgrounds included subsidising trips and extracurricular activities, and directing resources towards the early years and foundation stage.</p> <p>BANES Affordable schools Programme allows schools to reflect on the costed items through a year to ensure that all activities and resources are accessible to all.</p> | <p>3,4,7,8</p> |
| <p>Classroom resources to support learning</p> | <p>Disadvantaged pupils often face barriers such as lower attendance, reduced attainment in English and maths, and limited access to learning materials. Statutory guidance on Pupil Premium highlights the importance of access to high-quality teaching resources to close attainment gaps.</p> <p>Books should be available for pupils to take home, supporting reading outside school, which is critical for disadvantaged pupils who may lack books at home.</p> <p>Targeted support often uses targeted resources including books and materials that support pupils' specific learning needs.</p> <p>The EEF recommends creating a positive, supportive environment and ensuring all pupils have access to high-quality teaching and resources. This includes carefully selected classroom books and materials that reflect pupils' needs and interests.</p> <p>Ofsted research highlights the importance of high-quality curriculum materials, including textbooks and classroom resources, to support coherent learning progressions.</p> <p>Well-chosen resources free up teacher time and ensure pupils, including disadvantaged pupils, receive consistent and effective teaching.</p> | <p>2,3,4,5,6,7,8</p> |

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.

High quality teaching is supporting pupils to make sound progress in their learning from their respective starting points. Effective planning, questioning and feedback are enabling most PP pupils to develop their knowledge and skills so that the vast majority of PP pupils make similar or better progress than other pupils.

Pupil engagement continues to increase across all classes. The quality of interventions continues to improve leading to better outcomes. There is a continued improvement in the standards achieved by PP children as a result of good teaching, personalised learning experiences, the effective use of resources and CPD tailored to pupils' current and future needs.

Personalised intervention programmes have enabled a lot of PP children to make progress in line with their peers. All interventions had some positive effects.

Staff have made detailed 'baseline' assessments for interventions and at the end of the intervention to ascertain which are the most effective.

Issues remain re: attainment for SEND PP pupils with complex SEND.

The quality of teaching and level of instruction and questioning by Support Staff continues to increase. Support Staff are more confident in devising, leading and assessing interventions. However, training and support for teachers and support staff to provide quality first teaching and small group interventions has continued to remain a priority in order to more rapidly close the attainment gap for Disadvantaged Pupils.

Medical needs have been met for a disadvantaged child with significant needs. Training has been given and will continue.

Enhanced transition work for disadvantaged children was implemented. Children moving on to secondary school were offered additional visits and support. Children moving to the next year group were given targeted support 1:1 and in small groups to support the transition period.

There continues to be increased participation in lunchtime and after-school extra-curricular clubs by PP children (subsidised), as well as a greater uptake with Breakfast Club places during 2024-25. These are fully funded.

PP children have been able to fully engage in school life and are healthy and well during the school day – supported with uniform purchases; sports kit; food bank donations. All children are helped to feel equal and equipped for school.


We are having to continue to work on social and emotional learning with a number of PP children, but all of the work done so far has had a clearly identifiable impact on attainment. Our assessments and observations indicate that pupil behaviour, wellbeing and mental health have been impacted as a result of the pandemic and periods of school closure, where attachment issues and anxiety have increased significantly. The impact has been particularly acute for a number of disadvantaged pupils, especially where this is now combined with issues related to the cost of living crisis or safeguarding. We used pupil premium funding to provide wellbeing support for these pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan. Children who have needed individual help have been supported appropriately.

In 2024-25, absence among disadvantaged pupils was higher than their peers and persistent absence higher.

Targeted support put into place for PP children plus SEMH support through Thrive sessions and 1:1 Play Therapy or Headstand PE is having a positive impact in improving attendance for specific individuals, although absence rates are now having a clearly identifiable impact on attainment. We are having to continue to work on social and emotional learning with a handful of PP children. Pupils have developed better resilience and are more able to persevere when tasks are difficult or mistakes have been made. Pupils are developing better confidence, self-esteem and social skills. However, they remain 'vulnerable'.

Parental partnerships between school and families whose children are in receipt of PP remain positive on the whole, although we have seen an increase in 'harder to reach' families who do not engage with school events, parent evenings, parental workshops etc. Generally, most families have been open to help and support – a high level of trust and co-operation has been established.

Attainment Summary

 2024/25 Targets

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 |
|-----------------------|-----------------|
| Big Cat Reading Books | Collins |
| Wellcomm | GL Education |
| Nessy | Nessy Learning |
| Jigsaw | Jigsaw PSHE Ltd |
| Doodle Maths | Doodle Learning |

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

| Measure | Details |
|--|-----------------------------------|
| How did you spend your service pupil premium allocation last academic year? | Class TA time Medical Training |
| What was the impact of that spending on service pupil premium eligible pupils? | Medical needs met |

Further information (optional)

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