



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	361
Proportion (%) of pupil premium eligible pupils	19.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2026/27
Date this statement was published	11.09.2026
Date on which it will be reviewed	Sept 2027
Statement authorised by	Danielle West-Gaul Headteacher
Inclusion Lead Pupil premium lead SENDCo	Gemma Stone Phoebe Wood Julie Spikings
Governor / Trustee lead	Andrew Snee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65100
Service Children	£1080
LAC Income	£5380
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	£71560

Part A: Pupil premium strategy plan

Statement of intent

St John's serves the community of Midsomer Norton and is proud of its inclusive, caring ethos: Strong roots, growing minds. Our Pupil Premium funding is used to remove barriers to learning for our most vulnerable children so every child can flourish spiritually, socially and academically.

All staff and governors share collective responsibility for the progress and wellbeing of every child. We recognise that children who are not formally eligible for Pupil Premium can still face significant disadvantage; our approach therefore targets need, not labels. We are committed to meeting pupils' pastoral, social and academic needs within a nurturing Christian environment so that every child is valued, respected and able to achieve their full potential.

Our approach:

Quality first teaching is our primary strategy. High-quality classroom practice, delivered consistently, benefits all pupils and has the greatest impact on closing gaps for those eligible for Pupil Premium.

Evidence-led decisions guide how we spend the grant. We draw on trusted research (for example EEF evidence) to prioritise actions that are most likely to improve attainment and reduce inequality.

The needs of individual pupils drives targeted support. Provision, whether in-class adjustments, small-group work or one-to-one support, is planned from assessment of each child's barriers (academic, social or emotional). Plans are reviewed regularly and adapted in response to progress data, attendance, behaviour, external agency advice and the views of pupils and families. Our inclusion tracker shows the barriers, provision and impact of all of our vulnerable children.

Inclusion without labelling. Pupils are not singled out for different treatment because of their Pupil Premium status. Our focus is ensuring all disadvantaged pupils access the same high expectations, ambitious curriculum and wider opportunities.

We recognise the local context. Many families in our community face financial and social challenges yet may not meet eligibility thresholds; our strategy therefore supports all disadvantaged pupils - including those with a social worker, young carers and families supported by our Education Welfare Officer.

Intended outcomes:

Improved attendance and reduced persistent absence for disadvantaged pupils so attendance at least matches their peers.

Accelerated progress in reading, writing and maths so that Pupil Premium pupils reach age-related expectations or make rapid progress that closes gaps.

Stronger personal, social and emotional development through a broad, enriched curriculum (including Forest School, THRIVE, outdoor learning and other wellbeing provision) so pupils are ready and able to learn.

Monitoring and review:

Interventions and impact are reviewed each term through pupil progress meetings and termly data checks; provision is adjusted where needed.

Regular training for staff on adaptations and provision for individual pupils ensures Teachers are reflective about their practice.

The Pupil Premium strategy statement is reviewed annually and updated to reflect evidence of impact and current cohort needs.

Short, measurable objectives for this year:

1) Attendance: Reduce persistent absence for disadvantaged pupils by the end of the academic year, monitored half-termly through the EWO and SLT attendance actions.

2) Progress: By the end of the academic year, increase the proportion of disadvantaged pupils reaching age-related expectations in reading, writing and maths by at least one term's progress compared with the start of the year (measured at each termly data point).

3) Engagement & curriculum access: Ensure disadvantaged pupils participate in at least one enrichment activity (Forest School, residential, music lessons or trips) each term; monitor through uptake logs and pupil voice.

Challenges/Barriers:

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

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. Attendance and punctuality for some disadvantaged pupils reduce access to teaching and may contribute to widening gaps. <table><tr><td></td><td>Whole School</td><td>Pupil Premium</td><td>FSM</td><td>SEND</td></tr><tr><td>25/26</td><td>96.23</td><td>92.81</td><td>94.28</td><td>95.21</td></tr></table> In 25/26 11 out of 14 of our persistent absentees were PP.		Whole School	Pupil Premium	FSM	SEND	25/26	96.23	92.81	94.28	95.21
	Whole School	Pupil Premium	FSM	SEND							
25/26	96.23	92.81	94.28	95.21							
2. Outcomes	Some disadvantaged pupils enter or move through school with gaps in oral language, vocabulary, phonics, reading, writing or early mathematics.										
3. SEND and PP	Social, emotional, sensory or self-regulation needs can affect readiness to learn, relationships and sustained engagement. The interaction of disadvantage with SEND, care experience, mobility or family circumstances can create complex and changing needs.										

	2026-27	PP	SEND	PP + SEND
	No. of chn	70	87	40
	% of chn	19.4%	24.1%	11%
4. Writing	A restricted oral vocabulary and insecure sentence and spelling skills reduce pupils' access to the curriculum and limit their ability to express learning. While reading outcomes are generally strong, writing and spelling remain comparatively weaker and require targeted curriculum and classroom strategies.			
5. Personal development	Many Pupil Premium pupils show fragile self-regulation: in challenging conditions they rely on adults, find it hard to break tasks into steps, and struggle to use feedback to improve. These behaviours depress progress in key areas - basic arithmetic, mathematical reasoning and writing stamina - and must be addressed through deliberate teaching of metacognition, target-setting and independent practice.			
6. Home situations	A number of our disadvantaged children are living with significant family pressures. This year these include parental separation, serious illness of a grandparent and possible house moves. Such challenges reduce family stability, increase stress and can negatively affect children's attendance, emotional wellbeing and ability to engage fully with learning. Some families face financial, practical or confidence-related barriers to participation in trips, clubs, breakfast provision and wider school life.			
7. Cultural Capital	Many disadvantaged children in our community have few opportunities to build cultural capital. Barriers include limited access to high-quality books at home, insufficient funds for trips and extra-curricular activities, minimal access to IT beyond the classroom and fewer experiences of museums, performances or community events. These deficits narrow pupils' background knowledge and limit curriculum access.			

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.	Disadvantaged attendance improves from the 2025 to 2026 baseline; persistent absence reduces; casework demonstrates timely, supportive action.

Strong attainment and progress	Internal and statutory evidence shows disadvantaged pupils make strong progress from their starting points. Gaps are reduced where they exist, with no ceiling placed on high attainers
Positive wellbeing and engagement	Pupil voice, wellbeing checks and behaviour information show improved regulation, belonging, participation and readiness to learn for identified pupils.
Equitable participation	Eligible pupils access curriculum enrichment, trips and clubs. Cost is not a barrier to participation.
Effective provision	Termly reviews demonstrate that activity is implemented as intended, responsive to need and changed when impact is insufficient.

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
Strengthen inclusive teaching through coaching, monitoring and CPD in explicit instruction, modelling, scaffolding, retrieval and responsive assessment.	High-quality teaching is the strongest lever for improving outcomes, particularly for disadvantaged pupils.	2,3,4
Prioritise oracy and language-rich practice across EYFS and KS1, using WellComm assessment and staff modelling of complete sentences and vocabulary.	Assessment indicates language and vocabulary can constrain access to the curriculum.	2,3,4
Develop consistent, systematic phonics, reading fluency and comprehension teaching, including decodable reading practice and careful progress checks.	Early reading secures access across the curriculum and enables prompt identification of gaps.	2,3,4
Improve formative assessment and curriculum adaptations so teachers identify misconceptions, support pupils with SEND and challenge high-attaining disadvantaged pupils.	Precise assessment improves the match between teaching and pupil need.	2,3

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
Structured phonics, reading, writing and mathematics intervention delivered by trained adults, with entry and exit measures.	Targeted support is most effective when linked closely to classroom teaching and monitored for transfer.	2,3,4
WellComm screening and targeted language intervention, including liaison with speech and language professionals where required.	Early identification and structured language support address communication barriers.	2,3
Pre-teaching, same-day response and short-term tutoring for pupils with identified gaps	Timely, focused support prevents misconceptions becoming embedded.	2,3,4

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
Attendance monitoring, first-day response, supportive family meetings and individual attendance plans.	Early, relational action can identify and reduce barriers to regular attendance.	1,5,6,7
Thrive, play therapy, Headstand and other assessed pastoral support, with clear plans and review points.	Targeted social and emotional provision can improve readiness, relationships and engagement when matched carefully to need.	1,5,6,7
A limited number of free breakfast-club places offered at the school's discretion to pupils in both targeted and expanded	A calm, nourished start and reliable morning routine can support punctuality, attendance and readiness to learn.	1,5,6

FSM groups. Places must be booked in advance and are not available on a drop-in basis.		
Discounts or subsidies for curriculum trips and after-school clubs for pupils in the targeted Pupil Premium group.	Removing financial barriers supports equitable access to curriculum enrichment and wider opportunities.	1,5,6,7
Family engagement, signposting and practical support, coordinated through inclusion and safeguarding systems.	Trusted relationships and coordinated support help address barriers that school action alone cannot resolve.	1,5,6,7
Transition support, one-page profiles and personalised planning for pupils with multiple vulnerabilities.	Continuity and shared understanding reduce disruption and improve access to learning.	1,5,6,7

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 2025 to 2026 academic year.

The St John's approach is a commitment to an inclusive ethos where every child is valued, respected, and expected to reach their full potential. It is recognised that disadvantage extends beyond statutory definitions; many families belong to low-income brackets without meeting the official benefits threshold. Consequently, the school's strategy is designed to support all vulnerable learners, including young carers, children with social workers, and those supported by the Education Welfare Officer. St John's ensures that pupil premium children are never singled out or treated differently, focusing instead on embedding high expectations and equity across the entire curriculum.

A challenge identified was the persistent attendance gap between disadvantaged pupils and their peers. In the 2024–2025 academic year, pupil premium attendance sat at 93% compared to the whole-school average of 95.6%, with four pupil premium children classified as persistent absentees.

To bridge this gap for this academic year, St John's implemented an early intervention model centered on well-being and engagement:

- Free Breakfast Club provided to all eligible children to improve punctuality and morning readiness.
- Weekly Forest School sessions, Physical Education and outdoor learning opportunities to build excitement around coming to school and provide enrichment opportunities to all regardless of status.
- Active family engagement through Thrive provision and attendance team to support vulnerable households.

In line with research from the Education Endowment Foundation, St John's prioritises high-quality teaching as the single most effective lever for closing the attainment gap. The school invested heavily in CPD for all teaching and support staff to deepen their understanding of the specific barriers faced by disadvantaged learners. By focusing on thoughtfully scaffolded lessons, clear objective setting, and high-impact teacher feedback, which EEF toolkits suggest can add up to +7 months of developmental

progress, St John's has focussed its daily classroom delivery. Standard diagnostic tools, including the York Assessment of Reading for Comprehension (YARC), were embedded to provide staff with reliable, precise tracking data during regular Pupil Progress Meetings.

A particular barrier at St John's is that 69% of the pupil premium cohort also have identified Special Educational Needs or Disabilities. To ensure provision is tailored to these overlapping challenges, particularly in speech, language, and communication, the school integrated the Language for Life and WELLCOM frameworks into the EYFS. This early intervention has drastically reduced early developmental deficits. For older children, we adopted the EEF-recommended "Five a Day" approach for mainstream SEND teaching, pairing quality first teaching with structured, small-group interventions delivered by highly trained teaching assistants.

Assessments indicated that disadvantaged pupils frequently faced greater difficulties with phonics, fluency, and reading comprehension, often from a lack of reading opportunities at home. To counteract this, St John's continued to systematically implement the Little Wandle systematic synthetic phonics scheme across EYFS, Key Stage 1, and targeted Key Stage 2 catch-up cohorts.

We reinforced this framework by prioritising the lowest-performing 20% of readers for daily one-to-one reading sessions, upgrading school and classroom libraries to encourage reading for pleasure, and teaching explicit comprehension and inference strategies to older students. The development of a new library which will be

St John's data highlighted a noticeable disparity where progress in writing and spelling lagged behind reading. Pupils often struggled with limited vocabulary, restricted oral language skills, and low resilience during independent tasks or testing situations. In response, the Writing Subject Leader introduced a structured teaching sequence model emphasising vocabulary acquisition, oral articulation, and sentence construction. Similarly, to combat anxiety and adult-dependency in mathematics, we introduced daily arithmetic sessions and heavily integrated concrete manipulatives. These efforts have successfully embedded core numerical concepts and systematically built the academic stamina required for problem-solving and reasoning.

Recognising that many vulnerable pupils faced limited cultural experiences and low stimulation outside the classroom, St John's dedicated substantial focus to personal development and parental partnership. The school heavily subsidised trips, residential visits, and peripatetic music lessons to ensure financial barriers never prevented a child from building essential cultural capital. Simultaneously, the teaching team proactively engaged parents by hosting dedicated mathematics, reading, and phonics information sessions, alongside regular updates via social media and an accessible website. By ensuring that the majority of disadvantaged children participated in at least one extracurricular club, the school has successfully fostered a nurturing community that promotes self-esteem, high aspirations, and shared values.

Attainment Summary:

	% of Non PP children achieving ARE at end of KS2	% of PP children achieving ARE at end of KS2
Reading	89.4%	77.8%
Writing	95.7%	66.7%
Maths	91.5%	77.8%

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
Little Wandle	Little Wandle
Doodlemaths	Doodlemaths
White Rose	White Rose
Kapow	Kapow Primary
Schools Literacy Network	SLN

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)

--