

# Pupil premium strategy statement (primary)

1. Summary information					
School	St John's First School				
Academic Year	2025/26	Total PP budget	£10,185	Date of most recent PP Review	Spring 2026
Total number of pupils	65	Number of pupils eligible for PP	7	Date for next internal review of this strategy	Autumn 2026

2. Current attainment		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (school average)</i>
% achieving in reading, writing and maths	3/7 43%	47/58 81%
% making progress in reading	100%	100%
% making progress in writing	100%	100%
% making progress in maths	100%	100%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Some children need focused support with social, emotional and mental health needs or pastoral concerns.
<b>B.</b>	Access to extra-curricular provision and contributions to educational visits. Pupils also require access funding to support payment for educational visits.
<b>C.</b>	Our current PP pupils also have additional needs (SEND) and require support in accessing the curriculum and/or bridging gaps.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	To achieve and sustain improved wellbeing for all pupils, particularly our disadvantaged pupils and those with identified difficulties.	Pupils can talk about ways to self-regulate their emotions. Pupils requiring extra support are identified and attend sensory sessions as appropriate.
<b>B.</b>	Extra-curricular enrichment opportunities are offered to pupils to ensure that pupils are equipped with the confidence, attitudes, health benefits and cultural capital they need to succeed in life.	Pupil Voice activities show the types of opportunities which our vulnerable pupils have taken up this academic year, and an increase on the previous year

<p><b>C.</b></p>	<p>Increased Attendance Consistency for Vulnerable Pupils By 2028, the proportion of disadvantaged pupils who are persistently absent will reduce, and all pupils identified as vulnerable to poor attendance will receive timely, sustained support. Increased consistency of attendance will improve engagement, progress, and emotional security.</p>	<p>Improved Attendance Patterns:</p> <ul style="list-style-type: none"> <li>● Persistent absence among PP pupils reduces over the 3-year period.</li> <li>● All PP pupils identified as vulnerable to poor attendance show an improving trend across the year. Engagement &amp; Support</li> <li>● Families of PP pupils with attendance concerns receive early, proportionate support, and offer of Cool kids etc</li> <li>● Barriers identified in 1:1 conversation reduce over time (e.g., morning routines, anxiety).</li> <li>● Improved attendance leads to: more consistent access to high-quality teaching better classroom engagement and improved confidence and social cohesion 4 Monitoring &amp; Prevention</li> <li>● Termly attendance reviews show: fewer PP pupils moving into persistent absence and earlier identification of attendance dips</li> </ul>
<p><b>D.</b></p>		

5. Planned expenditure					
Academic year					
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Extra-curricular enrichment opportunities are offered to pupils to ensure that pupils are equipped with the confidence, attitudes, health benefits and cultural capital they need to succeed in life.	Provide a broad range of extra-curricular clubs, enrichment activities and experiences across the year Ensure opportunities are inclusive and accessible to all pupils Use visits, visitors and enrichment days to widen pupils' experiences	Pupil voice and staff observations show that enrichment activities have a positive impact on pupils' confidence, resilience, teamwork and wellbeing. National guidance highlights the importance of cultural capital and enrichment in supporting pupils' personal development, particularly for disadvantaged pupils. Offering a varied programme helps pupils discover interests, develop healthy lifestyles and build aspiration beyond the classroom.	Map enrichment opportunities across the academic year to ensure breadth and balance Monitor participation to identify and remove barriers, particularly for disadvantaged pupils Promote opportunities clearly to pupils and families Gather pupil voice and staff feedback to evaluate impact Review provision termly to ensure it meets pupils' needs and interests	Headteacher (E Challiner) Class teachers	Termly, as part of Personal Development and curriculum monitoring
<b>Total budgeted cost</b>					
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

Some children need focused support with social, emotional and mental health needs or pastoral concerns.	Continue to develop our HOPE and ELSA support in school Ensure all class always have an emotion regulation station available Staff feel supported and understand the needs of the children	School monitoring and SEND records show an increased number of pupils requiring support with emotional regulation, anxiety, bereavement and wellbeing. National and local guidance highlights the importance of early intervention and emotionally available adults.	Emotion regulation stations modelled and shared through staff meetings and learning walks Ongoing CPD and staff check-ins so adults feel confident and supported Pupil voice and parental feedback used to refine provision	Headteacher (E Challiner) SENCo (Clare Tolgyesi)	Half-termly check-ins; full review termly as part of SEND and pastoral monitoring
<b>Total budgeted cost</b>					
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>Total budgeted cost</b>					

6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
7. Additional detail				

