

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 Johns C of E VA First School
Number of pupils in school	179 Full time equivalent (FTE) number of pupils aged 4 and over as recorded on the School Census October 2025
Proportion (%) of pupil premium eligible pupils	31% As recorded on the School Census October 2025
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025 - 2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Governing Body
Pupil premium lead	Headteacher
Governor / Trustee lead	Chair of Governors

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£100,305
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	£100,305

Part A: Pupil Premium Strategy Plan

Statement of Intent

At St John's C of E VA First School our educational mission and intent are clear:

Our school staff, parents and governors work together to help our children flourish as respectful, confident and aspirational citizens who seek to positively contribute to the school community, local community and the world beyond.

'Together, we give our children the roots to grow and wings to fly.'

We aim to support ALL of our children to become successful lifelong learners and members of society through a broad, balanced and creative curriculum, which is underpinned by the Curriculum Drivers: Aspiration, Curiosity, Enjoyment and our shared values: Kindness, Empathy and Resilience.

We use the Pupil Premium grant to target and support those children for whom it is intended, to diminish the difference between their own attainment and their peers, as well as implementing systems and pedagogy, which will impact all children's learning, therefore also benefiting the Pupil Premium group.

This will be achieved through:

- ✚ A focus on quality first teaching for ALL children, ensuring that educational support and resources are in place to maximise progress and attainment.
- ✚ Additional, focused interventions, based on secure research and with high quality CPD for those staff involved.
- ✚ The provision of social, emotional and mental health support where required to ensure that children are ready to learn and achieve their best.
- ✚ Supporting children who have less access to experiences to develop their cultural capital and addressing these inequalities through provision of experiences and opportunities.

Ultimate Objectives

- ✚ Ensure all disadvantaged children are safe and emotionally able to access their education
- ✚ Ensuring all disadvantaged children make good progress with their phonics and early reading
- ✚ Ensuring all disadvantaged children catch up with their reading fluency and comprehension by the end of KS1

Strategy Plan

- ✚ Rigorous attendance monitoring and addressing of persistent absence
- ✚ Provide social and emotional support through the availability of trained and supportive staff and quality interventions
- ✚ Continue to strengthen consistency in the teaching of phonics and early reading through the use of Read Write Inc as our Phonics Scheme
- ✚ Continue coaching and practice sessions for staff delivering Read Write Inc
- ✚ Promote and increase quality reading opportunities across the school

<p>✚ Enable all children to have access to extra-curricular activities and enrichment experiences while they attend our school</p>
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Challenges

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

Challenge number	Detail of challenge
1	Many of our PP children have additional vulnerabilities such as SEND, low attendance or additional needs within their family.
2	Social and emotional concerns impact children's ability to learn effectively and demonstrate and develop independence, resilience and determination. These attributes are essential for successful learning and must be addressed to secure positive progress for our Pupil Premium cohort and others.
3	Attendance of some children in our Pupil Premium cohort has a negative impact on progress and attainment.
4	The disruption to education due to the pandemic has particularly affected our most vulnerable children and they have gaps in key language and communication reading, writing and numeracy skills.
5	A lack of opportunities and experiences to build cultural capital amongst some of our Pupil Premium cohort has impacted vocabulary acquisition and understanding, knowledge and understanding of the world and practical skill development.

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
All PP children (including those with SEND) receive the additional support they need to ensure they are safe and happy in school, attend regularly and make good progress with their learning.	<p>PP children report that they are safe and happy in school.</p> <p>PP children attend school regularly and where poor attendance has been identified the plan put in place improves their attendance over time.</p> <p>PP children receive targeted support to reduce gaps in learning between them and non-PP peers.</p> <p>PP children with identified SEND are able to access learning through adapted lessons and support as required and detailed on their support plans.</p> <p>Attendance figures for PP children improve and are at least in line with nonPP children.</p> <p>PP children with identified SEND make at least good progress with their learning from their own individual starting points.</p>

All vulnerable children who have emotional and social needs following COVID have their needs fully addressed and feel safe in their education.	<p>Pupils will develop and maintain healthy peer networks and improve social communication skills lost as a result of school closures.</p> <p>Children will develop their resilience, determination and self-belief to become learners that are more successful.</p>
All vulnerable children with safeguarding concerns receive the additional support they need to ensure they are safe and happy in school and make good progress with their learning.	<p>DSL team and other staff work together for positive outcomes for these pupils.</p> <p>PP children with identified SG concerns report that they feel safe and secure in school and present with settled and calm behaviour.</p>
To ensure improved levels of attendance for targeted children from our Pupil Premium cohort	<p>Attendance for PP children is at least in line with their non-PP peers.</p> <p>Targeted children's attendance improves.</p> <p>Support is put in place, such as access to Early Birds to support families as appropriate.</p>
All vulnerable children make good progress with their phonics and early reading	PP children receive targeted support for phonics and early reading to achieve the expected standard.
All vulnerable children make good progress with their reading fluency and comprehension by the end of KS1	PP children will achieve the expected standard or better in reading, in line with non-PP children.
To continue to improve levels of engagement for parents of our Pupil Premium cohort; focusing on engagement with the children's learning and their relationship with school.	<p>Parental engagement with Seesaw is good for all pupils.</p> <p>Teachers ensure strong home-school links and encourage parental engagement throughout the year.</p> <p>Meetings are held and guidance is shared to encourage parents to support their children's learning at home.</p> <p>Individual support is offered at a tailored level to parents of PP children from the school leadership team to support them to be successful in supporting home learning.</p>

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)

Sub-total = £12,560

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Continue to provide ELSA support for children identified by class teachers, SENCo, DSL team.</i>	High quality ELSA provision improves children's social and emotional wellbeing, their self-esteem and their confidence; this directly impacts the ability to learn	1 and 2
<i>DSL team to be readily available to provide support to pupils and their families.</i>	The DSL team works effectively to provide signposting and additional support to more PP children with SG concerns. This support will lead to positive outcomes in relation to their attendance, emotional wellbeing and safety, which will impact their ability to learn more effectively.	1, 2 and 3
<i>Read Write Inc Training for new staff and weekly coaching and training sessions for all staff involved with teaching phonics and early reading.</i>	Regular coaching and practice sessions led by the Early Reading Lead ensures a consistent and high quality provision for all pupils and leads to good outcomes for PP children.	4

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

Sub-total = £73,790

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Phonics interventions; 1:1 tutoring for Reception children to 'keep up' and KS1 children to reduce gaps.</i>	Targeted individual phonic tutoring using recognised scheme accelerates progress. Children keep up with their non-PP peers and achieve the phonics screening check threshold.	4
<i>Phonics interventions; 1:1 tutoring for KS2 children to reduce gaps.</i>	Targeted individual phonic tutoring using recognised scheme accelerates progress.	4
<i>Daily maths reasoning sessions improves number knowledge and calculation skills.</i>	Daily number sense sessions in Rec, Y1 and Y2 following the NECTM scheme improves numeracy outcomes for PP pupils in Rec and KS1.	4
<i>SEMH support and provision is used to effectively support children with their social and emotional needs and maintains access to learning tasks planned by class teachers.</i>	Social and communication opportunities and activities within a small group supports the emotional wellbeing and readiness of pupils to learn. Teacher planned activities ensures a focus on outcomes identified within personal learning plans.	1, 2,
<i>Social communication groups are used to support children with their communication and social skills.</i>	Children are identified for social communication support. They received time intervention and progress data shows that this has had a positive impact on their social communication within school.	2,4

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

Sub-total = £11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Subsidise wraparound care / trips / extra curricular activities</i>	<p>This offer provides equal opportunity to all children. No child should be excluded from extra-curricular activities on grounds of cost.</p> <p>We want all our pupils to have a wealth of experiences to develop holistically. Vulnerable children may miss out on some of these as out of school life may not offer the opportunities, therefore we ensure there is no monetary barrier to taking part in all school activities</p>	5
<i>My Concern is used effectively to detail concerns and support for all children and has a positive outcome for all children (including PP)</i>	<p>My Concern is used effectively to support the team to manage safeguarding concerns, leading to positive outcomes for families.</p>	1, 2 and 3

Total budgeted cost: £97,350

£2955 remaining to identify spending for over the year according to pupil needs.

Part B: Review of the Previous Academic Year

Pupil Premium Strategy Outcomes

This details the impact that our pupil premium activity had on pupils in the 2025 to 2025 academic year.

Intended Outcome	Success Criteria	Evidence
All PP children (including those with SEND) receive the additional support they need to ensure they are safe and happy in school, attend regularly and make good progress with their learning.	<p>PP children attend school regularly and where poor attendance has been identified the plan put in place improves their attendance over time.</p> <p>Attendance figures for PP children improve and are at least in line with non-PP children.</p> <p>PP children receive targeted support to reduce gaps in learning between them and non-PP peers.</p> <p>PP children with identified SEND are able to access learning through adapted lessons and support as required and detailed on their support plans.</p>	<p>Attendance for all pupils was 94% (2024 – 25) and for PP children it was 91.5%. The attendance of PP pupils is lower but the gap between our PP and national PP is 1.1% putting us close to average for attendance of PP children.</p> <p>PP children receive support through interventions within class and through targeted support such as ELSA, 1:1 reading tutoring, Play Therapy.</p> <p>Teaching staff are required to adapt lessons to meet the needs of pupils in their class.</p> <p>EYFS 18% of Pupil Premium pupils were on track for GLD at end of Autumn term. With targeted support 80% of Pupil Premium children achieved GLD. Pupil Premium children progressed well within the EYFS due to the targeted support within class. 40% of Non-PP children were on track at the end of the autumn term and 93% achieved GLD at the end of the year. There was a 13% gap between the GLD attainment of Pupil Premium pupils and Non-Pupil Premium pupils. However, the progress data for PP children is good.</p> <p>Phonics School outcomes for phonics was lower this year with 57% attaining the check. Non pupil premium children attaining the check was 65% and pupil premium children attaining the check was 33% so the gap was not reduced.</p> <p>Year 4 Multiplication check 56% of PP children achieved 20+ in the multiplication check. 64% Non-PP children achieved 20+. This is a smaller gap and many PP children were targeted from lower starting points and made good progress.</p> <p>Pupil Premium Children with SEND have provision within the class provision map or their Assess, Plan, Do Review documents and these are monitored for progress towards targets.</p>

All vulnerable children who have emotional and social needs following COVID have their needs fully addressed and feel safe in their education.	<p>Pupils will develop and maintain healthy peer networks and improve social communication skills lost as a result of school closures.</p> <p>Children will develop their resilience, determination and self-belief to become learners that are more successful.</p>	Social communication groups are supporting identified children to develop their social communication skills.																								
All vulnerable children with safeguarding concerns receive the additional support they need to ensure they are safe and happy in school and make good progress with their learning.	<p>DSL team and other staff work together for positive outcomes for these pupils.</p> <p>PP children with identified SG concerns report that they feel safe and secure in school and present with settled and calm behaviour.</p>	<p>DSL team work well with other agencies to bring about improvements for pupils with safeguarding concerns. Early help is used effectively through referrals to PFSA and Family Intervention Service. Few children have needed to be escalated to Children’s Social Care.</p> <p>Most PP with identified Safeguarding concerns are settled in school and speak positively about their time in school when their views are sought.</p>																								
To ensure improved levels of attendance for targeted children from our Pupil Premium cohort	<p>Attendance for PP children is at least in line with their non-PP peers.</p> <p>Targeted children’s attendance improves.</p> <p>Support is put in place, such as access to Early Birds to support families as appropriate.</p>	<table><tr><th>Year</th><th>Cohort</th><th>School</th><th>National</th><th>National distribution banding</th><th>Sch trend vs Nat trend</th></tr><tr><td>2024/25</td><td>51</td><td>91.5%</td><td>92.6%</td><td>Close to average</td><td>Relative improvement</td></tr><tr><td>2023/24</td><td>60</td><td>88.9%</td><td>92.0%</td><td>Below</td><td>Relative decline</td></tr><tr><td>2022/23</td><td>56</td><td>91.0%</td><td>91.6%</td><td>Close to average</td><td>Relative decline</td></tr></table> <p>Attendance for pupil premium children has improved but needs to improve further.</p> <p>Additional support is provided for children to get them into school on time such as the use of Early Birds club without charging for it.</p> <p>Attendance Agreements have been used to support key children. There are varied results for improved attendance. Where there hasn’t been significant improvement this is due to complex situations and support from other services has been sought.</p>	Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	2024/25	51	91.5%	92.6%	Close to average	Relative improvement	2023/24	60	88.9%	92.0%	Below	Relative decline	2022/23	56	91.0%	91.6%	Close to average	Relative decline
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All vulnerable children make good progress with their phonics and early reading	PP children receive targeted support for phonics and early reading to achieve the expected standard.	<p>PP children are within those identified for support for 1:1 reading intervention.</p> <p>Data already explained above.</p>																								

All vulnerable children make good progress with their reading fluency and comprehension by the end of KS1	PP children will achieve the expected standard or better in reading, in line with non-PP children.	There is a more significant gap this year between PP attaining the expected standard in reading at the end of year 2. The gap is 38%.
To ensure that all children continue to access a broad, balanced, creative and exciting curriculum, which is firmly grounded in knowledge and skill development.	The St John's Curriculum continues to develop. External visits and visitors in school to support the St John's Curriculum, enriches learning and adds to the cultural capital experienced by PP children.	The St John's curriculum is mapped out in all areas. There is a broad and balanced curriculum in place. There is clear detail of progression in skills and knowledge that the children need to experience and development.
To continue to improve levels of engagement for parents of our Pupil Premium cohort; focusing on engagement with the children's learning and their relationship with school.	Parental engagement with Seesaw is good for all pupils. Teachers ensure strong home-school links and encourage parental engagement throughout the year. Meetings are held and guidance is shared to encourage parents to support their children's learning at home. Individual support is offered at a tailored level to parents of PP children from the school leadership team to support them to be successful in supporting home learning.	Engagement with Seesaw is mostly good from Pupil Premium Parents (60% regularly viewing information on there). Teachers communicate with parents through SeeSaw and class news-letters. We have invited parents into school to view work but this needs to be a more regular and agreed routine. Meetings are held to explain phonics, the support in school and phonic resources are sent home (physical and virtual) to support the learning of phonics. Where there was evidence of parents supporting with these resources in Reception, it impacted on the progress that children made. SLT (who are also DSLs) support key families and work with parents to improve their engagement. The SENCo has also arranged Parent Meetings / informal sessions for parents to attend.

Our strategy has supported our disadvantaged children to feel safe and secure at school and has supported many of them in being ready to access the educational opportunities provided. School staff are continuing to develop their trauma informed approach. They are working on training to support behaviour 'Behaviour Bites' which has a focused on trauma informed approaches that support across the school.

Our ELSA and Play Therapy support have successfully supported many children to feel settled and secure at school. We now have all children in class to ensure that they are supported to access a wider curriculum under the direction of class teachers whilst maintaining access to nurture and adapted learning through TA support. The focus on 'trauma informed practice' continues to aid further development in supporting vulnerable pupils to feel settled and ready to learn thus increasing their progress.

Quality first phonics teaching continues to be a focus in school. RWInc development support is continuing and we are making use of the CPD programme from the English Hub. Due to our lower outcomes in the phonics screening check this year, we need to continue to focus on ensuring quality first phonics teaching happens daily and that interventions run and children make rapid progress within them.

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
Read Write Inc Phonics – online school portal	Ruth Miskin
The Literacy Tree – online planning support tool for writing across the school	

Further Information (Optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

We are using local support for the families of vulnerable children. Parent Family Support Advisors (PFSA) support has been beneficial to many families for a range of needs. We have offered a parenting course / support group through the PFSA's and Frome Learning Partnership. In our newsletters we signpost families to local support groups and courses that may support them and their children. We are supported by the local Food Bank (Fair Frome) and make referrals for support to families.

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- Embedding more effective practice around feedback. [EEF evidence on feedback](#) demonstrates significant benefits, particularly for disadvantaged pupils.
- Utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.