

Pupil premium strategy statement – St John's C of E Primary School

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	207
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025 - 2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Kathryn Saunderson
Pupil premium lead	Kathryn Saunderson
Governor / Trustee lead	David Draper

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£117,627.13
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year	£117,627.13
<i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	

Part A: Pupil premium strategy plan

Statement of intent

St John's is situated in the most deprived neighbourhood in Mole Valley and is in the top 25% of most deprived neighbourhoods in England. In particular, the area is in the lowest 9% of neighbourhoods in England for Education & Skills. It also has a higher rate of income deprivation than most neighbourhoods in England.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We also understand that other vulnerable pupils, such as those who have a social worker and young carers also face challenges. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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

To ensure that disadvantaged pupils benefit from high quality teaching, we will also focus on raising attendance by building strong relationships between school and our vulnerable families.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- to remove barriers of SEMH needs to ensure these do not prevent our most vulnerable children from fulfilling their full potential
- carefully monitor the attendance of our disadvantaged children

Challenges

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

Challenge number	Detail of challenge
1	Our disadvantaged pupils attend school less often than their non-disadvantaged peers. This means that it impacts their progress and attainment.
2	Internal assessments show that our disadvantaged pupils' attainment is significantly behind their non-disadvantaged peers in reading, writing and maths.
3	Reading logs and surveys indicate that some of our pupil premium eligible students have limited access to age-appropriate books at home and do not read as frequently with parents than others. This appears to contribute to a slower development of reading stamina and comprehension as well as lower outcomes in phonics screenings.
4	Participation data shows that pupils eligible for Pupil Premium are under-represented at after school enrichment activities and are less likely to chose to go on residential trips. Conversations with families suggest barriers include costs and transport.

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 raise the attainment and progress of disadvantaged children in all subjects by continuing to improve our Quality First Teaching across the curriculum.	Quality First Teaching in all subjects will enable our most disadvantaged children to make accelerated progress in all areas. Statutory assessment results will be in line with national outcomes.
To raise the attainment and progress of disadvantaged children in Maths to ensure 100% of these children make at least expected progress.	Internal tracking data will show that all disadvantaged children are making at least expected progress in Maths.
To raise the attainment and progress of disadvantaged children in Phonics to ensure that they achieve in line with national outcomes.	Phonics outcomes will be in line or above national outcomes.
To increase the vocabulary of the children to support their progress in reading and writing. The school aims to ensure 100% of children make expected progress in	Internal tracking data will show that all disadvantaged children are making at least expected progress in Reading and Writing.

reading and writing.	
To continue to improve the attendance of Pupil Premium children so that it is in line with the attendance of all children	Attendance for disadvantaged children will be in line with all children
To ensure our children experience a range of in-school and extra-curricular activities that extend and enhance their learning experience.	Internal data will show that children are well represented at extra-curricular clubs and attend school residential.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 56,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Expand our coaching approach to CPD to allow staff to reflect on their practice and to enhance and develop their quality first teaching skills.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	2,3
Enhance our Maths teaching and approach by taking part in the Surrey Maths Hub Teaching Mastery working group. Ensure there is sufficient time for Maths Lead to be part of the working group and to deliver staff training and support to the rest of the school.	https://evidencebased.education/#great-teaching-toolkit www.suttontrust.com/wp-content/uploads/2014/10/What-Makes-Great-Teaching-REPORT.pdf	2,3

Implement new synthetic phonics scheme. Build a culture of monitoring, planning and coaching to ensure that the phonics scheme is delivered with fidelity and to the highest standards.	https://evidencebased.education/#great-teaching-toolkit	3
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 21,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduce a structured phonics intervention scheme to KS2 to ensure that those did not pass the phonics screening check by the end of Year 2 are able to close the gap with their peers.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	2,3
Continue to embed Number Stacks Maths intervention to address the gaps in number and arithmetic to support the closing of the gap.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	2

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

Budgeted cost: £ 42,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop closer links with families through our HSLW to support wellbeing and to raise attendance.	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</p>	1
Support for disadvantaged children to access all areas of the wider curriculum in school (clubs, trips, visitors, residential).	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	4
Provide an ELSA in school to provide additional support in school for those disadvantaged children who are experiencing additional worries or concerns that are preventing them from fully accessing the classroom.	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	1,4

Total budgeted cost: £ 119,500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupils make at least expected progress or better in writing. The two year average for writing is broadly in line with the progress of other children in the cohort, however it is below national averages. Writing progress will continue to be a focus in the new strategy plan.

Pupils access a wide range of interventions to meet their SEND needs, including speech and language.

An intensive home school link service and Early Help provision is provided by St John's C of E Primary to support pupils and/or parents identified by school as vulnerable or with a range of complex needs – The school home school link worker has built many links with families who require additional support. Early Help provision such as ELSA, coaching and play therapy has supported many of our most vulnerable children over the course of the plan.

Pupils access a wide range of enrichment experiences both in and out of school - Children have had the opportunity to access a range of trips, visits and sporting experiences – there is a minimum of one experience per term as part of the curriculum as well as additional enrichment experiences through sports or other extra-curricular clubs.

Attendance is improved for pupil premium children. – Attendance data for Pupil Premium children in 2024/25 was 87.6%. This is an area of focus for the new Pupil Premium strategy as this figure is still an area to improve on.

3 year average outcomes for disadvantaged learners at KS2
Writing – 59%, Maths – 54%, Reading 69%, RWM – 49%

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

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