

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 Mary and St John C of E Primary School
Number of pupils in school	159
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 (with yearly reviews)
Date this statement was published	17.10.25
Date on which it will be reviewed	17.10.26
Statement authorised by	Hannah Roddy
Pupil premium lead	Hannah Roddy
Governor / Trustee lead	Tom Dodson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 21210
Recovery premium funding allocation this academic year	
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	£ 21210
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Part A: Pupil premium strategy plan

Statement of intent

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 reach their full potential, including those who are attaining beyond the expected standard.

We foster a holistic approach that considers the individual needs of our children to support them in the best way possible. Our pupil premium strategy aims to support children's academic achievement as well as their emotional, social and behavioural needs, rooted in robust diagnostic assessment to ensure the gap between disadvantaged and non-disadvantaged is closed. Children who are identified as vulnerable, will be well supported and their needs met irrespective of whether they are disadvantaged or not.

High quality learning support is at the heart of our approach. Our children require support within the classroom and with their social and emotional needs and this needs well trained and nurturing staff available to do this.

Our children also need access to enrichment opportunities that others in school have and this is also built into our strategy.

Our approach will:

- Ensure disadvantaged pupils are challenged in the work that they are set
- Intervene early, at the point where 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.
- Give access to enrichment opportunities otherwise unavailable.

Challenges

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

Challenge number	Detail of challenge
1	Social and emotional interactions especially at playtimes
2	Lack of extra-curricular opportunities
3	Emotional Literacy and support with this
4	Minimise in class distractions with small focus group inputs

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
<i>A staff member will be trained as an ELSA to support children with their social and emotional needs.</i>	An ELSA will be in place to support children identified as needing extra support Children will have a designated staff member to work with and discuss concerns with. Sustained high levels of wellbeing from 2025-2028 demonstrated by: <ul style="list-style-type: none"> · Qualitative data from pupil voice, parents and staff. · A reduction in behaviour/bullying incidents · Quantitative data from pupil wellbeing survey
Children will have the opportunity to attend a free 'focus' club each week and school trips FOC.	Children will access the same opportunities as their peers and their learning will be enriched through new experiences. Their in class learning will be enriched by new experiences.
Children will have added support within class to ensure that distractions to learning are minimised.	Extra TA support within the classroom will mean that the children fulfil their learning potential with minimal distractions. Short in the moment interventions or preteach inputs can be put in place spontaneously as when it is required.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 4500

Activity	Evidence that supports this approach	Challenge number(s) addressed
New ELSA training	Our new ELSA needs to complete training and be supported to start delivering nurture sessions.	1,3
Nurture team support	A team of TAs will support our new ELSA with delivering interventions and support sessions	1, 3

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

Budgeted cost: £ 13000

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA in class support	<p>Teaching Assistant Interventions</p> <p>Moderate impact for moderate cost based on moderate evidence</p> <p>£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +4</p>	4
Structured interventions	<p>Small group tuition</p> <p>Moderate impact for low cost based on moderate evidence</p> <p>£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +4</p>	4

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

Budgeted cost: £ 5000

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p>Children are given the opportunity to attend trips and visits FOC</p>	<p>Socially and emotionally this will benefit the children as not being part of whole class events would be detrimental to building relationships within the class and put them at a disadvantage with their peers.</p>	<p>2</p>
<p>Children can attend one 'Focus' group a week free of charge</p>	<p>The screenshot shows two rows of data:</p> <ul style="list-style-type: none"> Arts participation: Moderate impact for very low cost based on moderate evidence. Cost: £5 (5 pound symbols). Benefit: +3 (3 lock icons, red circle with '+3'). Extending school time: Moderate impact for moderate cost based on limited evidence. Cost: £5 (5 pound symbols). Benefit: +3 (3 lock icons, red circle with '+3'). 	<p>2</p>
<p>ELSA hours to support those with need</p>	<p>Weekly check ins with PP children to enable a supportive relationship to form – supporting punctuality, attendance and self esteem. Availability at lunchtimes to promote small group socialisation and interactions.</p>	<p>3, 1</p>

Total budgeted cost: £ 22500

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.

- We had 1 trained ELSA throughout the year which were effective but due to staff movement are now no longer at the school. Children were able to access the support on 1 or 2 afternoons in the week and the ELSA was available for support.
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- All PP children attended school trips which had a positive impact on their learning opportunities outside the classroom and developed their relationships with others in the class.
- All pupil premium children had focussed academic interventions throughout the year, resulting in improved attainment in the targeted areas, whether that be as part of an IEP or pupil progress identified target.
- TA support in class (usually by the same TA who led the targeted instruction) allowed continuity of learning, resulting in higher self esteem and confidence with their classwork.

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

Service pupil premium funding (optional)

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

Measure	Details
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How did you spend your service pupil premium allocation last academic year?	Staffing for 'Dandelion Club' and access to our ELSA support
What was the impact of that spending on service pupil premium eligible pupils?	Children had a dedicated club for service children where they could share experiences. ELSA support could be directed to support specific needs eg anxiety

Further information (optional)