



## Pupil Premium 3-Year Strategy Statement

### School Overview

| Detail                                                                                                           | Data                                 |
|------------------------------------------------------------------------------------------------------------------|--------------------------------------|
| School name                                                                                                      | St. John with St. Michael CE Primary |
| Pupils in school                                                                                                 | 115                                  |
| Proportion (%) of pupil premium eligible pupils                                                                  | 40.9%                                |
| Academic year/years that our current pupil premium strategy plan covers<br><b>(3-year plans are recommended)</b> | 2026-2029                            |
| Date on which it was reviewed                                                                                    | 31/07/2026                           |
| Date on which it will next be reviewed                                                                           | 31/07/2027                           |
| Statement authorised by                                                                                          | Paul Cowburn                         |
| Pupil premium lead                                                                                               | Paul Cowburn                         |
| Governor lead                                                                                                    | Graham Donnan                        |

### Funding Overview

| Detail                                                                                                                        | Amount  |
|-------------------------------------------------------------------------------------------------------------------------------|---------|
| Pupil premium funding allocation this academic year                                                                           | £55,800 |
| Recovery premium funding allocation this academic year                                                                        | £ 0     |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)                                        | £ 0     |
| <b>Total budget for this academic year</b>                                                                                    | £55,800 |
| If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year |         |

## Part A: Pupil premium strategy plan

### Statement of intent

- At St. John with St, Michael Primary School, our intention is that all pupils, irrespective of their background, or the challenges they face, make good progress and achieve high attainment across the curriculum. It will be to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. This will include encouraging and providing a high quality and inclusive extra-curricular curriculum.
- We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, young carers or where a family member is suffering from poor mental health. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.
- Our focus on quality first teaching, reinforced by school-wide and Trust-wide CPD aims to address closing the attainment gap, whilst also benefitting the non-disadvantaged pupils at our school. Our whole school approach will aim to ensure that all staff take responsibility for disadvantaged pupils' outcomes and have a strong awareness of not only who those pupils are but also how our strategy is designed to support them and the role they play in implementing this strategy effectively.
- Via diagnostic assessment we intend to respond to individual pupil needs, deliver consistent challenge to all pupils regardless of prior attainment and to provide relevant and specific intervention when appropriate.
- 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.
  - Provide opportunities for all pupils to participate in enrichment activities including sport, music and outdoor learning.
  - Provide appropriate nurture support to support pupils in their emotional and social development.
  - Offer a free breakfast club to all our pupil premium children.

*To achieve our objectives the school is adopting the tiered approach recommended by the EEF, which places the greatest focus on promoting high-quality teaching supported by academic interventions and wider-non-teaching strategies. Therefore, underpinning this plan is the development of high-quality CPD aided by the recruitment/retention of high-quality teaching staff*

## Challenges

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

| Challenge number | Detail of challenge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| 1                | <p><b>Language Development and Vocabulary Acquisition</b></p> <p>Assessments, observations and discussions with pupils indicate that some disadvantaged pupils enter school with underdeveloped communication, language and vocabulary skills. These gaps can affect their ability to express themselves confidently, understand instructions, engage in discussions and access the wider curriculum.</p> <p><b>Identified gaps</b></p> <p>Baseline assessments and ongoing observations in Tree Tots and EYFS may identify differences in language development, vocabulary acquisition and communication skills between disadvantaged pupils and their peers. As pupils progress through school, gaps in general and subject-specific vocabulary can continue to present barriers to learning across the curriculum.</p> <p>A consistent, whole-school approach to vocabulary development, high-quality adult interactions and opportunities for purposeful talk is therefore essential to enable disadvantaged pupils to develop the language skills required to thrive.</p> |
| 2                | <p><b>Reading Attainment, Fluency and Comprehension</b></p> <p>Assessments indicate that some disadvantaged pupils experience greater difficulties in developing secure phonics knowledge, reading fluency, vocabulary and comprehension than their non-disadvantaged peers. These difficulties can limit their access to the wider curriculum and affect their confidence, independence and enjoyment as readers.</p> <p><b>Identified gaps</b></p> <p>Differences in early literacy experiences and starting points can contribute to gaps in phonics acquisition and reading development from EYFS onwards. As pupils progress through KS1 and KS2, weaknesses in fluency, vocabulary and comprehension may affect their ability to retrieve information, infer meaning and understand increasingly complex texts.</p> <p>Disadvantaged pupils require high-quality, adaptive reading provision, timely identification of gaps and targeted support to develop the fluency, comprehension and confidence needed to become successful, lifelong readers.</p>                 |
| 3                | <p><b>Mathematical Fluency, Reasoning and Problem Solving</b></p> <p>Internal assessments indicate that some disadvantaged pupils have gaps in mathematical knowledge and fluency, including number sense, recall of key facts and the application of mathematical concepts. These gaps can affect their confidence and ability to reason mathematically, solve problems and access age-related learning.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

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|   | <p><b>Identified gaps</b></p> <p>Differences in pupils' starting points and prior learning can lead to insecure understanding of foundational mathematical concepts. Where these gaps are not identified and addressed promptly, disadvantaged pupils may find it more difficult to make connections between mathematical ideas, select appropriate strategies and explain their reasoning.</p> <p>Consistent assessment, responsive teaching, deliberate practice and targeted interventions are needed to secure foundational knowledge, develop mathematical confidence and enable disadvantaged pupils to achieve well across the mathematics curriculum.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 4 | <p><b>Social, Emotional and Mental Health Needs and Readiness to Learn</b></p> <p>Assessments, observations and discussions with pupils and families indicate that some disadvantaged pupils experience social, emotional and mental health needs that can affect their sense of belonging, emotional regulation, relationships and engagement with learning. These barriers may be heightened for pupils experiencing adverse childhood experiences, wider family challenges or additional special educational needs.</p> <p><b>Identified gaps</b></p> <p>Some disadvantaged pupils require additional support to develop positive relationships, resilience, self-esteem and strategies for managing their emotions. These needs can affect their readiness to learn, participation in lessons, behaviour and ability to sustain engagement with learning.</p> <p>As a trauma-informed school, SJSM prioritises positive relationships, emotional wellbeing and an inclusive learning environment. Consistent pastoral support, early identification of need and adaptive teaching are essential to ensure disadvantaged pupils feel safe, included and ready to learn, enabling them to flourish academically, socially and emotionally.</p> |
| 5 | <p><b>Attendance, Persistent Absence and Access to Learning</b></p> <p>Although overall attendance for disadvantaged pupils is above national comparators and persistent absence is significantly below national comparators, attendance remains a challenge for some vulnerable pupils, particularly disadvantaged pupils with SEND. Individual barriers can affect their ability to attend school regularly and access the full range of learning and wider school experiences.</p> <p><b>Identified gaps</b></p> <p>Attendance analysis indicates that some disadvantaged pupils, particularly those with additional needs, continue to experience barriers to consistent attendance. These may include individual circumstances, emotional wellbeing, family challenges or difficulties associated with additional needs.</p> <p>Even where whole-school attendance outcomes are positive, the impact of absence on individual pupils can reduce access to high-quality teaching, targeted interventions, relationships and enrichment opportunities. Continued monitoring, early identification of emerging patterns and</p>                                                                                                                |

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|  | supportive partnership working with families are essential to sustain strong attendance and ensure disadvantaged pupils benefit fully from the opportunities available at SJSM. |
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## 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| To improve communication, language development and vocabulary acquisition among disadvantaged pupils, enabling them to express themselves confidently, develop a secure understanding of subject-specific vocabulary and access the wider curriculum successfully. | <ul style="list-style-type: none"> <li>Disadvantaged pupils make sustained progress in communication, language and vocabulary from their individual starting points, evidenced through baseline and ongoing assessments.</li> <li>The attainment gap between disadvantaged pupils and their peers in communication and language at key EYFS assessment points narrows.</li> <li>Disadvantaged pupils demonstrate increasingly confident spoken language, using an expanding range of vocabulary to explain their thinking, articulate ideas and participate in purposeful discussions.</li> <li>Assessment, pupil voice, learning walks and book scrutiny demonstrate improved vocabulary acquisition and application across subjects and phases.</li> <li>Disadvantaged pupils increasingly apply previously taught vocabulary accurately in their speaking, reading and writing.</li> </ul>                                                                                                                                                                                                                                                                                                               |
| To improve reading attainment and progress for disadvantaged pupils, ensuring they develop secure phonics knowledge, fluency, comprehension and a love of reading, enabling them to become confident, independent readers who can access the wider curriculum.     | <ul style="list-style-type: none"> <li>Disadvantaged pupils make sustained progress in reading from their starting points, with gaps in attainment between disadvantaged pupils and their peers narrowing.</li> <li>Phonics assessments demonstrate that disadvantaged pupils achieve increasingly secure outcomes, with the proportion achieving the expected standard in the Year 1 Phonics Screening Check improving towards or exceeding national outcomes.</li> <li>Disadvantaged pupils who require additional support receive timely, targeted intervention, with assessment evidence demonstrating improved decoding, fluency and comprehension.</li> <li>Reading assessments demonstrate improved fluency, accuracy and understanding, including the ability to retrieve information, infer meaning and explain ideas using evidence from texts.</li> <li>By the end of KS2, disadvantaged pupils achieve outcomes in reading that reflect their potential and reduce differences in attainment compared with their non-disadvantaged peers.</li> <li>Pupil voice, reading records and classroom observations demonstrate increased confidence, independence and engagement in reading.</li> </ul> |
| To improve mathematical attainment and progress for disadvantaged pupils by securing foundational knowledge, developing fluency in number and calculation, and strengthening reasoning and problem-solving skills.                                                 | <ul style="list-style-type: none"> <li>Disadvantaged pupils make sustained progress in mathematics from their starting points, with gaps in attainment between disadvantaged pupils and their peers narrowing.</li> <li>Formative and summative assessments demonstrate improved number sense, recall of key mathematical facts and accuracy when applying mathematical procedures.</li> <li>Disadvantaged pupils increasingly select appropriate strategies, explain their reasoning and apply mathematical knowledge to solve increasingly complex problems.</li> <li>Gaps in learning are identified promptly and addressed through adaptive teaching, deliberate practice and targeted interventions, with subsequent assessments demonstrating improved understanding.</li> <li>Disadvantaged pupils achieve improved outcomes at key assessment points, including the end of KS2, with increased proportions attaining the expected standard and greater depth where appropriate.</li> </ul>                                                                                                                                                                                                          |

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|                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>• Lesson observations, pupil voice and book scrutiny demonstrate improved mathematical confidence, independence and willingness to persevere with challenging tasks.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| To improve and sustain the social, emotional and mental health outcomes of disadvantaged pupils, ensuring they feel safe, valued and included, develop positive relationships and emotional resilience, and are ready to engage successfully in learning.                                                | <ul style="list-style-type: none"> <li>• Disadvantaged pupils demonstrate improved emotional regulation, resilience, self-esteem and readiness to learn, evidenced through pupil voice, wellbeing assessments and staff observations.</li> <li>• Pupils who require additional support are identified promptly and receive appropriate, targeted pastoral or emotional wellbeing provision.</li> <li>• Disadvantaged pupils demonstrate improved engagement in lessons, positive relationships with peers and adults, and increased confidence in managing challenges.</li> <li>• Participation in enrichment activities, pupil leadership opportunities and wider school experiences increases among disadvantaged pupils, reducing barriers to participation.</li> <li>• Behaviour, engagement and pastoral records demonstrate positive improvements for disadvantaged pupils receiving additional support.</li> <li>• Families report improved confidence in the school's support for their children, evidenced through discussions, feedback and effective partnership working.</li> </ul> |
| To sustain strong attendance across SJSM and further improve attendance for disadvantaged pupils, particularly those with SEND, by identifying and addressing individual barriers to regular attendance and ensuring pupils can access high-quality teaching, intervention and wider school experiences. | <ul style="list-style-type: none"> <li>• Attendance for disadvantaged pupils is sustained and improved, with the gap between disadvantaged pupils and their non-disadvantaged peers narrowing.</li> <li>• Attendance for disadvantaged pupils with SEND improves through early identification of barriers and appropriate, individualised support.</li> <li>• Persistent absence among disadvantaged pupils reduces, with emerging patterns identified promptly and followed up through the school's attendance procedures.</li> <li>• Attendance data is regularly analysed by disadvantage and SEND status, enabling leaders to identify trends, evaluate interventions and adapt support.</li> <li>• Effective partnership working with parents and carers is evidenced through timely communication, attendance meetings and agreed support plans where required.</li> <li>• Disadvantaged pupils experiencing attendance difficulties demonstrate improved attendance over time, increasing their access to teaching, targeted support and wider school opportunities.</li> </ul>          |

## 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.

| Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Challenge number(s) addressed |
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| Embed oracy, vocabulary development and early language intervention across the school curriculum. Use WELCOMM to assess and identify speech and language and communication needs in the early years, establish baseline assessments and monitor progress. Deliver targeted language interventions informed by assessment outcomes, using appropriate WELCOMM activities and strategies. Embed explicit teaching of subject-specific vocabulary, model high-quality adult interactions, modelling of language and provide structured opportunities for discussion, explanation and purposeful talk in Tree Tots and EYFS, with progression across KS1 and KS2. | The EEF identifies oral language interventions, including structured questioning and high-quality classroom discussion, as having a positive impact on pupil learning, particularly reading comprehension. WELCOMM supports the early identification of speech, language and communication needs and helps practitioners plan targeted activities and monitor children's progress.<br><br><a href="#">EEF: Oral language interventions</a> · <a href="#">WELCOMM toolkit and resources</a> · <a href="#">DfE: Communication and language in the early years</a> | 1                             |
| Strengthen mathematical fluency, retrieval practice and adaptive teaching. Embed regular retrieval practice and deliberate practice of key mathematical facts. Use assessment to identify gaps and adapt teaching accordingly. Provide targeted small-group or one-to-one tuition where appropriate, alongside high-quality classroom teaching and relevant Maths Hub/NCETM professional development.                                                                                                                                                                                                                                                         | The EEF identifies mastery learning and targeted tuition as evidence-informed approaches for addressing gaps in knowledge and supporting pupils who are falling behind. The NCETM's Mastering Number programme supports the development of secure number sense in the early years and KS1. <a href="#">EEF: Mastery learning</a> · <a href="#">EEF: One-to-one tuition</a> · <a href="#">NCETM</a>                                                                                                                                                              | 3                             |
| Strengthen the teaching of early reading and reading fluency. Provide ongoing phonics training and development for relevant staff, high-quality reading books and carefully matched texts. Deliver targeted phonics teaching and additional reading practice for pupils who require further support. Monitor progress in decoding, fluency and comprehension to ensure timely intervention.                                                                                                                                                                                                                                                                   | The EEF identifies phonics as a well-evidenced approach to developing early reading, particularly for younger pupils and those at risk of falling behind. Targeted teaching and regular assessment help identify and address gaps. <a href="#">EEF: Phonics</a> · <a href="#">EEF: Reading comprehension strategies</a>                                                                                                                                                                                                                                         | 2                             |
| Develop social and emotional learning through the PSHE curriculum and targeted wellbeing provision. Continue to strengthen the teaching of emotional literacy, self-regulation, resilience and positive relationships. Embed trauma-informed practice and positive relationships throughout school, alongside targeted provision such as Purely Wellbeing and appropriate pastoral support.                                                                                                                                                                                                                                                                   | The EEF identifies social and emotional learning as an approach that can support pupils' social and emotional skills, attitudes, behaviour and academic outcomes. Consistent implementation and opportunities to practise these skills are important. <a href="#">EEF: Social and emotional learning</a>                                                                                                                                                                                                                                                        | 4                             |

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| <p>Sustain strong attendance and address barriers for disadvantaged pupils, particularly those with SEND. Analyse attendance regularly by disadvantage and SEND status. Identify emerging patterns of absence, work collaboratively with families and implement individualised support where needed. Monitor the impact of attendance interventions and celebrate improvements in attendance and engagement.</p> | <p>The DfE's Working together to improve school attendance guidance emphasises early intervention, understanding barriers, effective communication with families and a support-first approach. The EEF's guidance on working with parents also supports constructive parental engagement to improve pupil outcomes. <a href="#">DfE: Working together to improve school attendance</a> · <a href="#">EEF: Working with parents to support children's learning</a></p> | <p>5</p> |
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## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the **2025-2026** academic year.

We have analysed the performance of our school's disadvantaged pupils **during 2025/26 academic** year using key performance data and our own internal assessments

Attendance for disadvantaged pupils remains below national and is a significant barrier to improved outcomes. FSM6 attendance has been:

- **92.8% in 2025/26** (national 93.4%) – Just *below national*.

Disadvantaged pupils' outcomes are heavily influenced by attendance patterns and the high prevalence of additional needs.

Leaders have prioritised/strengthened:

- High-quality first teaching as the primary lever for improvement.
- A curriculum that is carefully sequenced and vocabulary-rich to address language gaps.
- Early identification of need through strengthened baseline assessment and targeted intervention.
- Leaders have strengthened phonics intervention pathways ensuring disadvantaged pupils receive rapid catch-up support
- Reading is prioritised across the curriculum, with daily opportunities for disadvantaged pupils to practise and apply skills

Leaders have a strong grasp of the complex needs of disadvantaged pupils and have taken decisive action to improve attendance, strengthen teaching, and enhance pastoral support. While outcomes remain below national, recent improvements in attendance and curriculum implementation demonstrate that the school is on a positive trajectory. Continued focus on attendance, early intervention, and high-quality teaching is essential to accelerate progress for FSM6 pupils.

We have analysed the performance of our school's disadvantaged pupils during the 2025/26 academic years using key stage performance data and our own internal assessments.

- Analysis of KS2 assessment data for 2025/26 shows that of the 7 pupils identified as 'disadvantaged' 2 of these pupils also had SEND needs.
- In 2025/26, 5 out of 7 pupils (71%) achieved the expected standard at the end of Key Stage 2 in **reading**. This was a rise of 21% on the previous year.
- In 2025/26, 4 out of 7 pupils (57%) achieved the expected standard at the end of Key Stage 2 in **writing**. This was a rise of 7% on the previous year.

- In 2025/26 4 out of 7 pupils (57%) achieved the expected standard at the end of Key Stage 2 in **mathematics**. This was a decline of 18% on the previous year.
- Our KS2 external assessment data during 2025/26 shows that the performance of disadvantaged pupils in **achieving the expected standard in RW&M** ( $\frac{3}{7} = 42.8\%$ ) was lower than non-disadvantaged ( $\frac{3}{4} = 75\%$ ) in this academic year in reading and writing.
- In 2025/26, Year 1 Phonics Screening Check, 75% of disadvantaged pupils ( $\frac{3}{4}$ ) met the standard This was above average for national disadvantaged, which was 67% in Year 1.
- In 2025/26, 80% of disadvantaged ( $\frac{4}{5}$ ) pupils achieved a GLD at the end of EYFS. This is an increase of 30% from 2024/25.