



Pupil premium strategy statement – St John's C or E Aided Infant School

This statement outlines our school's strategic approach to the use of pupil premium funding, aimed at improving the wellbeing, academic progress, and overall outcomes of our disadvantaged pupils.

Our pupil premium strategy is designed to address both the academic and pastoral needs of eligible pupils, ensuring that every child has the opportunity to thrive regardless of background.

This document details:

- Our strategic priorities for the current academic year, including targeted interventions and support mechanisms.
- How we intend to allocate and spend the funding to maximise impact across key areas such as teaching quality, enrichment opportunities, and wellbeing support.
- A review of outcomes from the previous academic year, highlighting the progress made and the effectiveness of our approach in closing attainment gaps and supporting pupil development.

Through this strategy, we remain committed to equity, inclusion, and excellence for all pupils.

School overview

Detail	Data
Number of pupils in school	45
Proportion (%) of pupil premium eligible pupils	0%
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)	0%
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Mrs Marion Stevens
Pupil premium lead	Mrs Marion Stevens
Governor / Trustee lead	Mrs Myra Johnson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£0

Pupil premium strategy plan

Statement of Intent

At St John's, our core intent is to ensure that every child—regardless of background or the challenges they may face—receives high-quality teaching and learning, alongside comprehensive support to develop and sustain high levels of wellbeing.

We set high expectations for all pupils. Our pupil premium strategy is designed to enable disadvantaged children to achieve their goals, including those who are already high attainers. Each case is reviewed individually, considering the specific challenges faced by vulnerable pupils, such as young carers and those receiving support from children and family services.

Quality First Teaching is a cornerstone of our approach. We prioritise classroom excellence and provide targeted support where disadvantaged pupils require additional help—whether academically or in relation to their wellbeing. Research shows that this approach has a significant impact on attainment, particularly in narrowing the gap between disadvantaged and non-disadvantaged pupils. To ensure this, we invest in staff training and development, which benefits all pupils across the school.

Our strategy is rooted in diagnostic assessment and individual need. We closely monitor academic progress and plan timely interventions. Provision, support, training, and resources are carefully aligned to ensure pupils receive what they need to succeed.

Key principles guiding our approach include:

- **Shared responsibility:** All staff are accountable for the outcomes of disadvantaged pupils, setting high expectations and providing the necessary support to help them meet those goals.
- **Early intervention:** We adopt a “keep up” rather than “catch up” philosophy, ensuring pupils are supported before gaps widen.
- **Holistic support:** The wellbeing of both the child and their family is a priority, with additional help sought when needed.

Key Priorities for Our Pupils

- We maintain high expectations that all pupils should meet or exceed age-related expectations.
- Disadvantaged pupils are provided with warm, well-fitting uniforms, milk and snacks at breaktimes, and access to school clubs and trips—at no additional cost to families.
- Wellbeing is central to our provision, with support available from school staff and our ELSA (Emotional Literacy Support Assistant) where required.

Challenges

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

Challenge number	Detail of challenge
1	School attendance – children struggle to attend on time or at all. Arriving late leaves them unsettled and unprepared for learning.
2	If they are unprepared or lack the resources to feel they belong to the school community e.g. uniform, book bag, water bottle
3	Emotional resilience and self-esteem Assessments (Leuven Scales, ELSA), observations, pupil discussion and conversations with staff show our current disadvantaged pupils require support to develop resilience when faced with mistakes or if something appears hard at first. This lack of self-esteem impacts their mental health and wellbeing.
4	Attending extracurricular activities – Cultural capital Attendance at skills clubs is monitored and is less than those of their peers, as these are at additional cost to the family. Through these clubs the children gain skills physically and improve their mental health and wellbeing.

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
Pupils start the day fed and regulated so they are ready to learn.	<ul style="list-style-type: none"> Children offered Breakfast club as a better way to start their day. Children's attainment and attendance improves.
Pupils feel prepared for their day and have a sense of belonging to the school community	<ul style="list-style-type: none"> Attendance and attainment improve Child self-esteem and confidence improve
Pupils become more resilient and display a positive attitude. Their self-esteem has improved.	<ul style="list-style-type: none"> Mistakes made are learned from and self – regulation is good. They will have a positive outlook. They will feel empowered to reach wider goals. ELSA assessment will reflect improvements. <p>Leuven scale assessment will reflect improvements.</p>
Pupils attend at least 1 skill based after school club	<ul style="list-style-type: none"> Pupils show enjoyment of skills-based club with their peers. <p>Improved well-being and physical skills.</p>

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. **We have no Pupil premium funding this year (or since 2023)**

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 0

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

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

Budgeted cost: £ 0

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

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

Budgeted cost: £0

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

Total budgeted cost: £ 0

Review of the previous academic year

Outcomes for disadvantaged pupils

Our disadvantaged children historically do very well academically. The funding has been used in a variety of ways to support their emotional, social and academic needs. This has included providing uniform, trips, skills clubs and breakfast club. This has also provided teacher training to ensure quality first teaching is ordinarily available. We have purchased, a reading program that provided support at home. It has also funded some ELSA support for well-being and emotional development.

All these strategies have seen improvements in both emotional wellbeing and academic abilities when supporting children eligible for pupil premium.

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
Reading wise	Ideas Wise
Word aware	<u>Thinking Talking</u>