

St. John's C of E (Aided) Primary School



Pupil Premium Strategy Statement 2025-2028

Our Vision: *Shining Bright Together as One Family*

Matthew 5:16 – “Let your light shine before others,
that they may see your good deeds and glorify your Father in heaven.”

Our Core Christian Values:

Forgiveness



Friendship



Respect



Perseverance



School Overview

Detail	Data
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	2025-26 (57.9%)
Academic year/years that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	15.12.2025
Date on which it will be reviewed	15.12.2026
Statement authorised by	Nicola Pallister (Headteacher)
Pupil premium lead	Andrew Kay (Deputy Headteacher)
Chair of Governors	Andy Harris

Funding Overview

Detail	Amount
Pupil premium funding allocation 2025-2026	£167,240
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£167,240
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Statement of Intent

At St. John's, our vision is for all pupils to flourish: 'Shining Bright Together as One Family.'

We have a relentless focus on ensuring all pupils succeed in all aspects of their academic, personal and social development: irrespective of their background or the challenges they face. The focus of our pupil premium strategy is to support disadvantaged pupils and all other pupils to achieve that goal.

All pupils in school are supported and challenged to make good progress and achieve high attainment across all subject areas. High-quality teaching, support and guidance is at the heart of our approach. We have developed an experienced staff team and an enriched curriculum to deliver this, specifically designed to meet the needs of our children.

We recognise the challenges faced by our vulnerable and SEND pupils and those with multiple needs or additional barriers to learning. The activities we have outlined in this statement are also intended to support these needs, regardless of whether they are disadvantaged or not.

It is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers as we recognise the challenges faced by many in our community who may not be entitled to pupil premium funding.

Pupil premium funding is vital to support the work of removing barriers and creating opportunities and an environment of success for all.

Challenges

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

Challenge Number	Detail of Challenge
1	Children who are eligible for pupil premium do not enter early years at age-related expectations; communication and language is exceptionally poor. This means they need to make more progress than their peers to catch up.
2	The number of pupils achieving Good Level of Development is significantly lower than pupils nationally (34.5% in school opposed to 68.3% nationally). This is due to poor language and communication skills, limited life experiences, poor gross and fine motor skills and pupils' inability to self-regulate.
3	Year 1 phonics data is significantly lower than national with almost 50% of pupils in receipt of pupil premium not achieving the expected standard. Pupils struggle to retain sounds, blend and segment, despite being taught the same sounds repeatedly. A lack of parental engagement also hinders pupils' learning to read at all levels.
4	Many disadvantaged and vulnerable pupils have multiple, complex or additional needs. This has a significant impact on staffing as pupils often require one-to-one or small group support. School has also seen a rise in pupils with SEMH needs who require support from staff in managing their emotional resilience and self-regulation. Pupils often need support from staff following incidences at home such as suicide, drug and alcohol abuse and domestic violence.
5	In reading and maths, pupils in key stage 2 struggle to meet the higher standard.
6	Children have limited life experiences and opportunities beyond Shildon.

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
1. To ensure rapid progress in communication and language for pupils in early years who are in receipt of pupil premium funding.	<ul style="list-style-type: none"> A higher proportion of children in receipt of pupil premium funding meet the GLD standard in communication and language by the end of Reception.
2. To ensure the number of pupils achieving GLD is improved from 2024-25 data.	<ul style="list-style-type: none"> A higher proportion of children in receipt of pupil premium funding meet the GLD standard in the prime areas of learning.
3. To improve the number of pupils achieving the national standard in Year 1 phonics screening. To increase children's retention of phonic sounds. To engage parents in listening to their children read at home.	<ul style="list-style-type: none"> More than 50% of children in Year 1 who are in receipt of pupil premium funding pass the phonics screening assessment. Children are confident in sound recognition and apply this to reading. Parents who aspire for their children to be confident readers and listen to them and value their reading journey.
4. To enable all children to have the opportunity to share concerns and worries with a trusted adult when needed.	<ul style="list-style-type: none"> Children are confident in verbalising when they need to speak to a trusted adult. Staff have relevant training to be able to manage challenging conversations following any trauma faced by children. Positive relationships are built between school and parents of new pupils. Children who are in need of one-to-one or small group support are able to access this.
5. To ensure the number of children, including those in receipt of pupil premium funding, achieve greater depth in reading and maths in line with national standard.	<ul style="list-style-type: none"> Children are competent and confident readers. They enjoy reading for pleasure. Through the use of Lexia, Reciprocal Reading and Accelerated Reader, the teaching of reading is a priority across the school and heavily weighted within the timetable. Through the mastery approach to teaching maths, children will have the skills to be able to access more complex mathematical concepts. Learning in maths will extend beyond fluency.

<p>6. To ensure an 'enriched curriculum' providing opportunities for children to participate in memorable experiences and to flourish.</p>	<ul style="list-style-type: none"> • Free access to a wide range of opportunities that enrich the curriculum and their learning, as well as personal development away from school (day trips and residential visits). • Children will have opportunities within school time to learn from a range of visitors and organisations linked to curriculum areas. • Opportunities are offered through extended provision that relate to children's interests and wishes. • A variety of cultural experiences are planned for all children. • All children will access provision of high quality specialist teaching and coaching.
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Activity in this academic year

Teaching (CPD, recruitment and retention)

Budgeted cost: £109,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Local authority contract of support for Early Years to raise standards and improve GLD.	Evidence found in <i>Strong Foundations in the First Years of School</i> https://www.gov.uk/government/publications/strong-foundations-in-the-first-years-of-school/strong-foundations-in-the-first-years-of-school share the foundational knowledge and skills that every child needs by the end of key stage 1. School is working with Durham LA to develop practice to reflect this.	1, 2
CPD for Early Years staff for DfE-approved <i>Moving the Box</i> project to raise GLD data.	<i>Moving the Box</i> is a specific educational programme in EYFS, aimed at improving outcomes for disadvantaged pupils by providing targeted, evidence-informed support. The programme is a specific pedagogical approach promoted by some schools and Stronger Practice Hubs, in line with EEF guidance.	1, 2
WellComm Training for Early Years staff to ensure rapid progress in communication and language.	WellComm toolkit is a widely used screening and intervention tool aligned with EEF-based evidence around language and communication, showing positive benefits for children's learning.	1, 2
Teachers and TAs being equipped with the knowledge to overcome barriers to learning and ensure all children receive quality first teaching.	There is strong evidence from the EEF that quality first teaching has a huge impact on the learning of all children including those with SEND. EEF recommendation 'Creating a positive and supportive environment for all pupils without exception.' (+5 months)	1, 2, 3, 4, 5, 6
Phonics – Reading CPD (All Staff)	EEF Toolkit – Phonics: High Impact – Low Cost (+5 months)	2, 3, 5

Continuous provision in KS1 for pupils who have significant gaps in learning led by a teacher or HLTA.	EEF – evidence of + 4 months on learning for small group tuition	1, 2, 3
Purchase additional resources for our chosen DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. Phonics Bug	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	2, 3
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 EEF Mastery Learning is low cost, with good impact of success (+5 months).	5
Focus on raising the profile of reading of school and in particular the explicit teaching of comprehension.	Key finding from EEF states that “Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.” https://educationendowmentfoundation.org.uk/education-foundation/teaching-learning-toolkit/reading-comprehension-strategies	3, 5
Release teachers to carry out	The EEF guidance is based on a range of the best available evidence:	1, 2, 3, 4, 5, 6

robust pupil progress meetings in order to identify and plan for underperforming pupils and their barriers.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths Improving Mathematics in Key Stages 2 and 3 https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy	
Pupils to access enrichment and first hand experiences to develop their ability to deepen their understanding of the curriculum.	Giving pupils a reason to write — and someone to write for — can support effective writing and provide opportunities to teach pupils how to adapt their writing for different audiences and purposes. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	6
Implementation of zones of regulation curriculum involving opportunities for metacognition and self-regulation.	EEF evidence suggests that the impact of approaches involving supporting pupils to understand how they learn is around 7 months.	4
Staff to work with the SEND team from the LA and an EP to develop whole class strategies and evidenced based interventions.	EEF SEND in mainstream review report recommends this approach: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send?utm_source=/education-evidence/guidance-reports/send&utm_medium=search&utm_campaign=site_search&search_term=SEND	1, 2, 3, 4, 5, 6

Targeted academic support (structured interventions and one-to-one support)

Budgeted cost: £42,240

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early Years staff involved in the DfE-approved <i>Moving the Box</i> project to raise GLD data.	<i>Moving the Box</i> is a specific educational programme in EYFS, aimed at improving outcomes for disadvantaged pupils by providing targeted, evidence-informed support. The programme is a specific pedagogical approach promoted by some schools and Stronger Practice Hubs, in line with EEF guidance.	1, 2
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Increases number of pre-teach sessions / before school.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	3
Reciprocal Reading: <ul style="list-style-type: none">• Staff Training• New Reading Resources• Small Group Tuition	FFT Programme DfE Approved EEF Toolkit – Reading Comprehension: Very High Impact – Low Cost (+6 months)	5
Retention and recruitment of additional Learning Support Staff (TA).	EEF Toolkit – Feedback: Very High Impact – Low Cost (+6 months)	1, 2, 3, 4, 5, 6
After-School Activity Sessions	EEF Toolkit – Mentoring: Moderate Impact – Low Cost (+2 months)	5
Emotional Well-Being Support – <i>Anxious About School</i>	EEF Toolkit – Mentoring: Moderate Impact – Low Cost (+2 months)	4
Accelerated Reader	EEF Toolkit – TA Intervention: Moderate Impact – Moderate Cost (+4 months)	1, 2, 3, 4

Pupils requiring additional support in reading and spelling to access new technology required for Lexia Programme.	<p>EEF Toolkit – Lexia Reading Core5 (Queen’s University Belfast)</p> <p>Low implementation cost – High impact strength (+1 month)</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia</p>	3, 5
Time for Children provision for pupils struggling to access learning due to social and emotional difficulties.	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	4, 5
Pupils with language and communication difficulties to be supported in at the earliest opportunity WellComm training.	<p>“Overall, studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills.” EEF.</p> <p>https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches</p>	1, 2, 5
Number Stacks / NumBots Maths Intervention	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p> <p>EEF Mastery Learning is low cost, with good impact of success (+5 months).</p>	5

Wider Strategies (related to attendance, behaviour and wellbeing)

Budgeted cost: £16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Retention and recruitment of additional Support Staff: Play Supervisors (KJ & KC)	EEF Toolkit – Mentoring: Moderate Impact – Low Cost (+2 months)	4, 5
Residential Visits	<p>This study confirmed the profound impact residential visits can have on pupils, and this impact was significantly greater for vulnerable pupils:</p> <p>https://www.outdoor-learning-research.org/Evidence/ArtMID/659/ArticleID/46/The-impact-of-residential-experiences-on-pupil-progress-and-attainment-in-year-six-10-%e2%80%93-11-year-olds-in-England-2019</p> <p>“Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.”</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	4, 6
Enrichment Activities in school – including visits and visitors.	<p>EEF Toolkit – Oral Language: Very High Impact – Low Cost (+6 months)</p> <p>EEF Toolkit – Arts: Moderate Impact – Low Cost (+3 months)</p>	1, 2, 3, 4, 5
Story Telling / Writing Workshop Author – Adam Bushnell / Liz Million	EEF Toolkit – Oral Language: Very High Impact – Low Cost (+6 months)	1, 4, 5, 6
Pupils to access emotional wellbeing support through	The EEF findings from the SEND guidance report recommends that alongside high-quality teaching with carefully selected small group and 1:1 interventions (+3 months):	4

Time for Children.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
Pupils experiencing difficulties with emotional regulation and sensory processing difficulties to be identified swiftly and interventions be in place at the earliest opportunity.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour <p>Evidence from EEF recommends that tailored approaches to behaviour should be in place for pupils whose needs aren't met as part of whole school approaches.</p> <p>The EEF findings from the SEND guidance report recommends that alongside high-quality teaching with carefully selected small group and 1:1 interventions.</p> https://educationendowmentfoundation.org.uk/early-years/evidence-store/self-regulation-and-executive-function	4
<p>School to work with families directly who are identified as needing support.</p> <p>School to offer information, guidance and opportunities for parents to be involved with their children's learning.</p>	<p>Evidence shows that parental engagement can have a positive impact upon academic success particularly in early years education</p> https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement	3, 4, 5

Total budgeted cost: £167,240

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 2024-2025 academic year.

DfE 24/25 Pupil Outcomes:

Summary of Attainment and Progress 2024/2025

2025 Statutory Assessments	School – All Pupils 24/25		School – All Pupils 23/24		National 23/24	
	Expected	Greater Depth / Higher Standard	Expected	Greater Depth / Higher Standard	Expected	Greater Depth / Higher Standard
EYFS GLD	34.5%		41%		67.7%	
Year 1 Phonics Screen	50%		63%		80.2%	
KS1 - Reading	67%	17%	60%	6%	69%	19%
KS1 – Writing	63%	0%	66%	0%	61%	8%
KS1 – Maths	67%	10%	70%	0%	71%	17%
Yr. 4 Multiplication Check (average test score /25)	20	25/25 - 36.6%	17.2		20.2	
KS2 - Reading	77%	30%	60%	16.6%	75%	33%
KS2 – Writing	77%	10%	77%	20%	72%	13%
KS2 – Maths	77%	23.3%	77%	13.3%	74%	27%
KS2 - SPaG	87%	23.3%	77%	30%	73%	30%
KS2 – Reading, Writing, Maths Combined	67%	7%	57%	10%	62%	8%

Summary of attainment and progress – summer 2025

We have analysed the performance of our school's disadvantaged (and non-disadvantaged) pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

Key comparisons between pupil premium and non-pupil premium children are underlined.

Reception GLD – summer 2025

- Only 10/30 achieved GLD ... training, specific interventions, additional staffing in place to support pupils in Y1 ... new trial with DCC & increased CPD opportunities for Reception staff to help improve attainment
- 38% of PP pupils achieved GLD as opposed to 29% of non-PP – so PP children outperformed non-PP for EY GLD ... but still well below national expectations
- Large group of pupils working towards and almost on track ... staff currently looking at amending provision to improve this
- High numbers of SEND pupils – 67% working towards GLD
- Pre-school language barriers and home environments negatively impact young pupils' attainment

Year 1 Phonics Screening

- Changes to number of PP pupils in cohort
- 2 large main groups – SEND pupils working well below and 37% of cohort working at ARE+
- Increased staffing to provide support for pupils ... support and interventions identified for 2025-26
- 33% PP v 40% non-PP children expected
- High needs SEND pupils making progress over time (but not seen in actual results)
- Over the year, SEND attainment improved by 13% for Y1 ARE.

Year 2 Reading:

- Reading attainment improved from Spring to Summer – 67% v 41% ARE+
- Significant improvement in PP pupils ARE+ ... 47% opposed to 27% in spring
- Non-PP pupils outperform PP in summer ... 73.5% non-PP v. 47% PP ... interventions and support already in place ... Lexia / Precision Teaching etc.
- Number of SEND pupils making expected progress

Year 2 Mathematics:

- 63% of whole cohort at ARE or above (below average) ... programmes and Number Stacks interventions in place to help those struggling
- Improvement of PP pupils across the year to 53% achieving ARE+

- Still disparity between PP (53%) and non-PP (73%) pupils at ARE+ in Maths (8 PP v 11 non-PP pupils) ... interventions in place to help bridge the gap
- SEND pupils making good progress across the year ... working towards and above 30% in autumn increased to 70% in summer

Year 3 Reading:

- 67% of cohort working at ARE or above in reading
- 57% PP pupils (12/21) v 89% non-PP pupils (8/9) working at Y3 expectations or above ... Lexia, Precision Teaching/Spelling, Reading interventions in place from September '25
- A number of SEND pupils are making progress from spring to summer

Year 3 Mathematics:

- Strong attainment in Y3 maths (74% = 22/30 pupils) working at ARE or above in Y3 maths
- 27% working at greater depth
- 66% PP v 89% non-PP pupils working at or above Y3 ARE ... pre-school and in school Number Stacks interventions in place to help bridge the gap

Year 4 Reading:

- 60% pupils working at or above Y4 ARE in reading
- Non-PP pupils outperforming PP pupils in Y4 reading ... 52% PP v 72% non-PP
- Greater depth pupils in reading – PP and non-PP are comparable (26% v 27%)

Year 4 Mathematics:

- 73% of Y4 pupils working at or above Y4 in maths – in line with Y6 attainment 24/25
- PP attainment (74%) v non-PP (72%) – comparable attainment in maths
- Significant progress made by SEND pupils across the year ... success of support and interventions

Year 5 Reading:

- 77% of cohort working at or above in reading
- Good progress across the year in the cohort
- 71% PP v 88% non-PP ARE+ ... Lexia, Precision Teaching/Spelling activities, support and interventions in place
- SEND pupils making good progress across the year ... 14% to 57% Y5 ARE+ from spring to summer

Year 5 Mathematics:

- 74% of cohort working at expected or above in Y5 maths
- PP pupils outperform non-PP in maths – 81% v 55% ... interventions in place e.g. pre-school and in-school Number Stacks interventions starting in September

- Significant number of SEND pupils making good progress from spring to summer – 86% (summer) v 29% (spring) for SS of 85-109 ... successful support and interventions in Y5

Year 6 Reading (2025 DfE SATs):

- 89% PP pupils at scale score 100+ v. 88% non-PP pupils – no significant gaps between PP and non-PP attainment in reading
- 6/9 67% of SEND pupils working at expected or above in reading – significant benefits from intensive support and interventions in preparation for SATs

Year 6 Mathematics (2025 DfE SATs):

- 87% of cohort scale score of 100+
- 94% of PP pupils working at/above expected in maths v. 75% non-PP
- PP pupils outperform non-PP in maths (including high numbers of neuro-diverse pupils in cohort who have a strong academic ability in maths)
- 67% of SEND pupils achieved at expected or above

Based on all the information above, the performance of our disadvantaged pupils mostly met expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2027/28, as stated in the Intended Outcomes section above.