



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 James and St John C.E. Primary School
Number of pupils in school	145
Proportion (%) of pupil premium eligible pupils	11.7%
Academic year/years that our current pupil premium strategy plan covers	2025/2028
Date this statement was published	16/12/2025
Date on which it will be reviewed	July 2026
Statement authorised by	Louise Woods, Headteacher
Pupil premium lead	Louise Woods, Headteacher
Governor	Alexandra Kamm

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£11,363
Pupil premium funding carried forward from previous years	£0.00
Total budget for this academic year	£11,363

Part A: Pupil premium strategy plan

Statement of intent

Each child is an individual with no child being the same, irrespective of their background or the challenges they face. The school community of St James and St John Church of England School unites in its aim to ensure all children prosper, 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 will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. 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. 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

The provision provided encompasses both direct approaches to 'narrowing the gap' and other more creative interventions, which subsequently influence academic achievement and very importantly enhance children's social and emotional well-being.

Integral to our pupil premium strategy plan is education recovery, notably our approaches for pupils are responsive to common challenges and decided on an individual, needs-led basis, rooted in robust diagnostic assessment, with no assumptions made about the impact of disadvantage.

To ensure the approaches delivered by all staff at St James and St John Church of England Primary School are effective we will:

- adopt a whole school approach in which all staff and the school community take responsibility for improving disadvantaged pupils' outcomes and raising expectations of what they can achieve
- act early to intervene at the point need is identified
- foster an environment of high expectations for all, ensuring disadvantaged pupils are challenged in the work that they're set.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to anxiety and lack of resilience. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support remain high. 30 pupils (14 of whom are disadvantaged) currently require additional support with social and emotional needs.
3	Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. Academic year 2024-2025 44% of disadvantaged children were working below age related expectation compared to 27% non-disadvantaged children.
4	Internal assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. Academic year 2024-2025 50% of disadvantaged children were working below age related expectation compared to 31% non-disadvantaged children.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language and vocabulary among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2027/28 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in teacher referrals for social emotional support • improved pupil resilience and reduced anxiety – less incidents of emotional dysregulation (data from cpoms)
Improved maths attainment for disadvantaged pupils across the school.	End of year maths outcomes in 2027/28 show that more than 60% of disadvantaged pupils met the expected standard.
Improved writing attainment for disadvantaged pupils across the school.	End of year writing outcomes in 2027/28 show that more than 60% of disadvantaged pupils met the expected standard.

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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 6,010

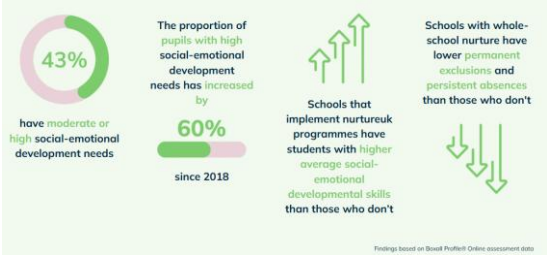
Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. YARC Boxall Profile Training for staff to ensure assessments are interpreted and administered correctly.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF	1,2,3,4
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time. Drawing Club - YR	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Teaching and Learning Toolkit EEF	1,4

Continual phonics training to secure stronger phonics teaching for all pupils. RW Inc phonics	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF	1,4
Enhancement of our writing teaching and curriculum planning in line with DfE guidance. We will fund subject leader and teacher release time to embed key elements of guidance in school.	DFE writing framework guidance writing framework https://assets.publishing.service.gov.uk/media/68bec95444fd43581bda1c86/The_writing_framework_092025.pdf	1,4
Improve the quality of social and emotional (SEL) learning. New Social and Emotional Learning scheme implemented and routines embedded into educational practices and supported by professional development and training for staff. myHappymind plus	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): Improving Social and Emotional Learning in Primary Schools EEF	1,2,3,4

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

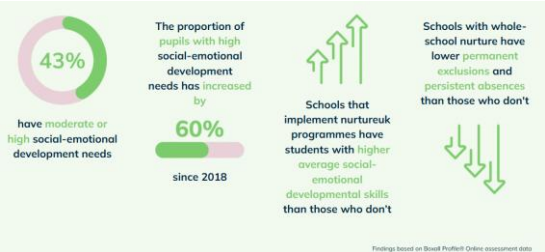
Budgeted cost: £ 3,978

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time. Drawing Club LegoTherapy	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Teaching and Learning Toolkit EEF	1,4

<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>This will be delivered at both sites; to keep EYFS & KS1 up with their peers and at KS2 to address gaps in their phonics and reading skills.</p> <p>RWInc phonics RWInc Freshstart</p>	<p>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:</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	<p>1,4</p>
<p>Purchase of standardised diagnostic assessments.</p> <p>Annual fee for Dyslexia/dyscalculia screener Boxall Profile YARC assessment</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1,4</p>
<p>Provide targeted, structured interventions for pupils with high anxiety, low resilience and struggling with social and emotional regulation.</p> <p>Boxall profile (Nurture UK) Nurture group (Nurture UK) Pets as Therapy Ride High Drawing and Talking</p>	<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>Improving Social and Emotional Learning in Primary Schools EEF</p> <p>https://www.nurtureuk.org/time-to-nurture/</p>  <p>https://drawingandtalking.com/hubfs/DT%20Blog/pdf-files/CORC-Report-Drawing-and-Talking_.pdf</p>	<p>1,2,3,4</p>

Wider strategies (for example, related to attendance, behaviour, well-being)

Budgeted cost: £ 1,375

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide targeted, structured interventions for pupils with high anxiety, low resilience and struggling with social and emotional regulation.</p> <p>Boxall profile (Nurture UK)</p> <p>Nurture group (Nurture UK)</p> <p>Pets as Therapy</p> <p>Ride High</p> <p>Drawing and Talking</p>	<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>Improving Social and Emotional Learning in Primary Schools EEF</p> <p>https://www.nurtureuk.org/time-to-nurture/</p>  <p>The infographic contains the following data points:</p> <ul style="list-style-type: none"> 43% of pupils with high social-emotional development needs have moderate or high social-emotional development needs. The proportion of pupils with high social-emotional development needs has increased by 60% since 2018. Schools that implement nurtureuk programmes have students with higher average social-emotional developmental skills than those who don't. Schools with whole-school nurture have lower permanent exclusions and persistent absences than those who don't. <p><small>Findings based on Bristol Pupilfish Online assessment data</small></p> <p>https://drawingandtalking.com/hubfs/DT%20Blog/pdf-files/CORC-Report-Drawing-and-Talking_.pdf</p>	1,2,3,4
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>Whole staff training on how the brain works – continual CPD for staff</p> <p>myHappyMind plus</p>	<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>Improving Social and Emotional Learning in Primary Schools EEF</p>	1,2,3,4
<p>All children in school to be given opportunity to participate in activities which enhance and broaden the curriculum and their learning experiences – residential funding</p>	<p>Residential experiences have been proven to improve pupils' resilience, self-confidence and emotional well-being.</p> <p>https://naee.org.uk/impacts-benefits-residential-experience</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p>	1,2,3,4

Total budgeted cost: £ 11,363

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.

Gardening club and Nurture Group took place during the year. This had a positive impact on the well-being of our disadvantaged pupils in that there was a reduced number of behaviour incidents involving our disadvantaged pupils and all pupils who were struggling to enter school with their peers no longer entering via the front door. Smooth transition to secondary school for disadvantaged pupils.

Most children have shown progress in their ability to identify their own emotional state and to have the skills to self-regulate. Some pupils who are disadvantaged and have SEN needs require further support.

Improved maths attainment for all pupils (including disadvantaged pupils) at the end of KS1 and KS2.

Key Stage 1 Maths Pupil Premium 66%, non PP 82% achieved Age Related Expectations or above

Key Stage 2 Maths Pupil Premium 100%, non PP 73% achieved Age Related Expectations or above

Improved writing attainment for all pupils (including disadvantaged pupils) at the end of KS1 and KS2.

Key Stage 1 Maths Pupil Premium 66%, non PP 69% achieved Age Related Expectations or above

Key Stage 2 Maths Pupil Premium 100%, non PP 80% achieved Age Related Expectations or above

Attendance of disadvantaged pupils 93.3% 2024-2025, non-disadvantaged 95.5%.