

St John's Infant and Nursery School Pupil premium strategy statement

This statement details our school's use of pupil premium 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
St John's Infant and Nursery School	
Number of pupils in school	179 (R – Y2)
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025 – 2028
Date this statement was published	31 December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Lana Gillam
Pupil premium lead	James Forrester
Governor / Trustee lead	Sophie Frais

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 48 797
Recovery 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 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

Our key principles are to provide a broad and balanced curriculum for our pupils whilst striving for the highest academic standards. We have high expectations and are relentless in our determination for all pupils to achieve their full potential. We are committed to preparing them for the next stage in their education and to foster a love of learning.

Our Priorities are:

- Ensuring all pupils receive quality first teaching during lessons
- Ensuring every teacher is supported to keep developing their pedagogy.
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for students who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance, behaviour, well-being and cultural capital
- Ensuring that the Pupil Premium Grant reaches the pupils who need it most

Overcoming barriers to learning is at the heart of our Pupil Premium Grant use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per student in receipt of the Pupil Premium Grant. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate accordingly based on up-to-date research.

Challenges

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

Challenge number	Detail of challenge
1	Pupils entering have lower than expected standards in reading, writing and maths.
2	Pupils have high SEMH needs
3	Attendance is lower than national and rest of school
4	Families' financial constraints, impacts on time and support they can provide.

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
All pupils to be able to identify and communicate how they are feeling and what could help and develop positive behaviour for learning skills.	Pupils show developed self-regulation, metacognition strategies and communication skills; They can speak about their feelings, identify causes and ways to overcome obstacles.
Good progress from starting points, in reading, writing and maths.	Early interventions, children have access to high level of Quality First teaching, parental engagement is high
All pupils to have access to co-curricular activities and learning experiences to support their academic learning.	A broad and rich co-curriculum which goes beyond the school curriculum. Children identify the value of being part of a wider community and have the opportunity to take part in developing into young citizens.
An increase in attendance	The percentage of persistent absences decreases and the gap between absences of PPG children and non PPG children is closed

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: £ 39 531.67

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mastery Approach to be rolled out across the school in Maths.	<p>EEF : Many aspects of mathematics mastery programmes are aligned with evidence on high quality maths teaching, including the use of manipulatives and representations, emphasis on mathematical structure and a focus on teaching problem solving strategies. The programme aims improve the quality of maths teaching to deepen pupils' conceptual understanding of key mathematical concepts. Emphasis is placed on problem solving, encouraging mathematical thinking and using mathematical language. It is a fully resourced curriculum with continuing professional development, assessment materials, classroom teaching resources, and a community of practice.</p> <p>We will be supported by the Herts Maths Mastery Hub, using their 4 year programme. In addition, support from Herts for Learning Maths Programme with on-site coaching for all staff.</p>	1 and 4
Teaching and Learning CPD	<p>Rosenshine Principles of Instructions research: Questioning in EYFS, developing language All children appear to benefit from early literacy approaches, but there is some evidence that certain strategies , particularly those involving targeted small group interaction, may have particularly positive effects on children from disadvantaged backgrounds. Using Rosenshine Principles supporting evidence as well as the 'I do, We do, you do approach'. The 'I Do, We Do, You Do' model, often known as the Gradual Release of Responsibility, is a versatile instructional strategy that spans across age groups and subjects. This teaching strategy comprises three stages: modelling (I Do), scaffolding (We Do), and independent practice (You Do), each acting as a cognitive scaffold for students.</p>	1 and 2
Oral Language Interventions	<p>EEF: On average, oral language approaches have a high impact on pupil outcomes (+6 months' additional progress). Interaction for learning is a key aspect of these interventions.</p>	1 and 2

	Approaches often involve spoken interaction between the practitioner and pupils and between peers. Oral language interventions can be an effective approach for disadvantaged pupils. In the research evidence, the higher the proportion of disadvantaged pupils taking part, the more effective the intervention seemed to be. Will be supported with 'Learning through talk' CPD provided by FFT.	
Review curriculum offer to ensure that our curriculum reflects our school community.	Review to our curriculum offer provide the opportunity to add further context and embed connective learning. Our curriculum should offer windows, mirrors and sliding doors so that pupils see themselves reflected in our curriculum and others have the opportunity to learn more about different perspectives through a variety of methods including key texts.	1 and 2
Leadership	EEF: Ensure all school planning for the PPG (SDP, PP strategy, provision maps etc) demonstrate a relentless and focused drive to improve outcomes for Disadvantaged Learners. Effective leadership in place for Pupil Premium Children with strategies reviewed to show value for money and impact on progress and attainment for Pupil Premium Children. EEF states that teaching interventions can have an impact of 4+ months. The Inclusion leader is fundamental in ensuring that the interventions are informed and focused. Ensuring that all children eligible for PPG grant are identified and support is put in place.	
Teacher and or Teaching Assistant support for mentoring, targeted academic support and well-being: EG: Social skills groups, catch up, 1:1 support', transition support, line of sight, sensory circuits, Attention Autism training and pre teaching.	Targeted intervention based on effective assessment of children's needs has a positive impact on children's learning 'where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching' EEF , + 4 months.	1 & 2

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

Budgeted cost: £ 4950

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics small group catch up: Use of Little Wandle interventions and the heat map to identify and target the sounds that are insecure	EEF suggest using a systematic approach that explicitly teaches pupils a comprehensive set of letter-sound relationships through an organised sequence together with training and monitoring will increase +5 months. As well as small group tuition results in around +4 months.	1
Priority reading for all PPG children	Children might not get the opportunity to read daily with an adult. Use of TA's to support this.	1 & 2
Update the books	Use of a whole school reading approach: Little Wandle is a systematic synthetic phonics (SSP) program that helps children learn to read and write. Approved and validated by the DfE.	1 and 4

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

Budgeted cost: £ 7285

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support with Social and Emotional. Eg: social skills groups, 'small garden approach, play therapy, emotional literacy, use of Jigsaw for PSHE online support and resources.	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) Around +4 months.	2
Parent support Eg: family support worker, Senior Leadership team, outside agency referrals, signposting.	Schools involving parents in supporting their children's academic learning. It includes: develop parental skills such as literacy or IT skills; approaches to encourage parents to support their children with, for example reading or homework; the involvement of parents in their children's learning activities; and more intensive	3 and 4

	programmes for families in crisis. Supporting, monitoring and following up with poor attendance EEF Around +4 months	
Wider curriculum experiences, uniform, snacks, and trips.	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Around +3 months. Access to additional experiences outside the classroom raises aspirations and opens doors otherwise unavailable to disadvantaged pupils. Being able to have access to correct uniform fosters pupils' sense of belonging to the school community.	1 and 4
Collate a supply of second hand uniform and PE kits which are in good condition to offer families throughout the year.	Ramifications of much publicised 'cost of living' rises on the wellbeing of families. Key times over the course of a year when finances are stretched due to significant events and children outgrowing existing uniform.	3 and 4
Identify PFA-led events where financial assistance will be given to families of identified PP pupils	Cost of living challenges. All pupils to receive same experiences and opportunities regardless of background.	4
Continue delivery of Coffee Mornings for families of targeted groups of pupils/year groups.	Continue to develop parental networks with other families with similar circumstances, e.g. SEND, EAL, Medical, Young Carers, etc. EEF research on parental engagement indicates 4-month increase in attainment.	1, 2 and 3
Attendance	Access to breakfast club and after school club Families may need support for a wide range of reasons. Eg. Supporting parents back into work, providing food, calm start to the day for children where home can be not as calm etc. Encouraging children into school being ready for learning.	2, 3 and 4
		1,2,3 & 4

Total budgeted cost: £ 51766.67

Part B: Review of outcomes in the previous academic year

2024 – 2025 review

We have analysed the performance of our school's disadvantaged pupils during the previous academic year and our own internal summative and formative assessments.

These assessment outcomes were made using EYFSP for Year R, The Phonics Screening Check and internal data in Year 1, and teacher assessment internal data using end of key stage 1 guidance following the removal of statutory assessments at the end of Key Stage 1.

- The data demonstrated that :

Year 2	<ul style="list-style-type: none"> • 42% EXS for Reading, in line with the rest of the cohort • 25% EXS from Writing • 67% EXS in Maths
Year 1	<ul style="list-style-type: none"> • 33% of PPG children passed the phonics test • 2 children have been identified to have additional SEND needs
EYFS	<ul style="list-style-type: none"> • All 3 children in EYFS have made progress from low starting points. • All 3 are 'working towards' the Early Learning Goals by the end of Reception. • 2 of the 3 children have been identified with to have additional SEND needs.

2. Provide pastoral support and or outside agency support at an individual level. Children and families have access to additional support depending on need. e.g. Speech and Language, Educational Psychologist, family support worker, play therapy, nursing services and church food parcels. This proved to be extremely successful, many of our families continued to receive food parcels as well as top up food from a local charity. We continue to make referral, sign post families to outside agency support. In house pastoral support provided for children ranging from their Class Teaching Assistant to SLT and beyond.
 - Ensure all children have access to the wider school opportunities. Subsidised trips and support with attending lunch / after school clubs. Many families were financially supported for payments for trips, residential, school uniforms, PE kit, breakfast and after school clubs. No children were excluded due to lack of funding. Children had opportunities to take part in local sporting events, environmental outreach and other wider school activities. This support is invaluable to the families and will continue.

Externally provided programmes – N/A

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

Programme	Provider

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.