

# Pupil premium strategy statement – St. John’s CE Primary School, Kidderminster 2025 - 2026

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	222
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended – you must still publish an updated statement each academic year)</b>	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	December 2026
Pupil premium lead	Mrs Suzanne Finlay
Governor / Trustee lead	Mr. Daniel McEvilly

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£163,336
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£163,336

# Part A: Pupil premium strategy plan

## Statement of intent

*The Spire Trust Pupil Premium and Attendance Project is a two-year project led by senior leaders from all Trust and affiliated schools.*

### **Spire Trust Pupil Premium Pledge**

*We are committed to ensuring that every young learner has a sense of belonging and the opportunity to achieve personal excellence. Our pledge is to support all pupils, irrespective of their background, by providing a nurturing environment, research-led high quality teaching, targeted academic and pastoral support.*

**“Remove the deficit discourse around disadvantage** and its impact on learning and participation in school life. Disadvantaged pupils and their families are not a problem to be resolved.”



Marc Rowland, Unity Research School

*We promote the mantra ‘Every interaction matters : ‘Every single one’.*

### **We pledge to:**

- **Understand Each Child**

1. *Ensure every child is part of a setting where caring, positive relationships help them feel safe, nurtured, understood, and truly belong- encouraging excellent attendance.*
2. *Observe and assess each child’s unique needs and work closely with teachers, teaching assistants and families to ensure we understand what each pupil requires to thrive.*
3. *Promote children's social skills, confidence and wellbeing, through high quality pastoral support, building cultural capital through opportunities beyond the classroom so that our pupils are ready for the next stage of their education.*
4. *Avoid unconscious bias.*

### **Deliver High Quality Teaching and Tailor Support**

1. *Use adaptation, engagement and assessment for learning to meet the diverse needs of all pupils.*

2. *Work with inclusivity and equity at the core of all we do. Classroom provision, interventions and individual support are designed to ensure that every child thrives.*
3. *Provide a well-sequenced curriculum enhanced with wider opportunities to develop the whole individual.*

**Monitor Progress and Provide Clear Communication**

1. *Regularly track and celebrate each pupil's progress.*
2. *Tailor support using ongoing assessments to meet individual needs effectively.*
3. *Work closely with parents and carers, offering regular communication to help support learning.*

*Through this pledge, the Spire Trust aims to create a nurturing and inclusive environment where every child can achieve their best.*

***'Every interaction matters. Every single one'.***

## Challenges

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

Challenge number	Detail of challenge
1	Poor levels of vocabulary / oracy in EYFS and beyond
2	Lack of aspiration / self-motivation / resilience
3	Attendance for PP pupils is lower than Non-PP pupils
4	Lower than national attainment in reading
5	Lower than national attainment in writing
6	Lower than national attainment in maths

## 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 vocabulary and oracy in EYFS, which will filter through the school.	<p>EOY Well-Comm assessments show an improved understanding of vocabulary when compared with baselines.</p> <p>Children in EYFS can talk purposefully about their learning and can engage in two-way conversation with adults and their peers.</p> <p>Children talk in full sentences when engaged in dialogue.</p>
Children are more independent, with a 'have-a-go' attitude.	<p>Children have a desire to succeed independently and 'learned helplessness' reduces.</p> <p>Within lesson observation, children will demonstrate active learning, engagement and enjoyment.</p> <p>Children become aspirational in their personal development and their wishes for the future.</p>
Improved attendance for PP children	<p>Excellent attendance is given high priority across the school for all pupils, with a particular focus on PP children.</p> <p>Attendance for PP children improves year on year from the starting point of 91% at the end of the 2024/2025 academic year.</p> <p>Attendance for all children improves year on year from 93.6% at the end of the 2024/2025 academic year.</p>
Improved Reading Outcomes for PP children	<p>Pupils demonstrate a love of reading and the school has an improved reading culture.</p>

	<p>High-quality First teaching of synthetic phonics and reading is a whole-school priority.</p> <p>Staff have high expectations of readers.</p> <p>Reading ages of PP children increase from starting points at the beginning of 2024/2025</p> <p>Increased % of PP Children pass Year 1 phonics screening compared to previous year. DATA??</p> <p>Reading curriculum is realigned at a whole-school level. Reading is prioritised and takes place at the same time across the school 5 days a week.</p> <p>Engagement with EEF research project and peer review enables research-led strategies to be implemented.</p> <p>Catch-up interventions take place for children who have been absent from a reading lesson.</p>
<p>Improved Writing Outcomes for PP children</p>	<p>Leaders seek and purchase an appropriate research-led strategy for a high-quality writing curriculum.</p> <p>High expectations for 'Every piece, every time, every subject' from all staff across the curriculum.</p> <p>Leaders seek and purchase an appropriate research-led strategy for a high-quality spelling programme.</p> <p>Relevant CPD is in place to upskill staff modelling and scaffolding.</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.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £55000

Activity	Evidence that supports this approach	Challenge number(s) addressed
A Pupil Premium Lead ensures that the Trust's PP Pledge is embedded across the school to ensure focused support and provision is in place for this group of pupils.	Children are provided with a nurturing environment, research-led high-quality teaching and targeted academic and pastoral support.  Pupil voice feedback.	1-6
All staff foster an ethos and belief that all pupils, irrespective of background or starting point, can attain well and thrive in wider school life.	Expectations for PP pupils are raised to ensure they reach their full holistic potential. Improved outcomes are evident in EOY data.	1-6
Relationships with parental and carers are developed through close communication and information-sharing as well as events to involve parents in school.	A supportive partnership with parents and all stakeholders enables the pupils to thrive and achieve their potential.  Parental voice feedback	1-6
Research-led CPD for whole staff is implemented in response to pupil need.	Quality first teaching by all staff is key to raising standards of provision for pupils as shown through lesson observations and pupil EOY outcomes.	1, 4,5,6
Teachers ensure that a personalised curriculum is implemented for pupil premium pupils with a special educational need so they can fully access the curriculum and make at least expected progress from their starting point.	Pupils with SEND and PP are able to access a broad and rich curriculum within an inclusive environment, enabling them to achieve their potential.	1,4,5,6

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

Budgeted cost: £75000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support staff are effectively deployed to enhance quality first provision, allowing pupils to fully access their learning alongside their peers.	Internal assessment and monitoring evidences positive impact and improved outcomes across the curriculum.	2,4,5,6
Structured interventions are targeted for pupils off-track delivered by experienced TAs	Direct impact of these interventions is shown through summative tests.	2,4,5,6
Targeted speech and language interventions delivered 1:1 and in small groups, personalised to meet the needs of pupils.	Pupils make good progress to meet targets and are discharged from SALT service.	1
Pastoral TA supports pupil wellbeing in 1:1 Interventions that specifically target each child's needs.	Individual pupil wellbeing improves over time	2,3

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

Budgeted cost: £33336

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance administrator tracks attendance, analyses data, looks for patterns in attendance and supports parents to get children into	Increase in attendance of all children in school and fewer lates	3
Key adult Meet and Greet	Raises children's feelings of self-worth and self-esteem.	2,3

Scores on the Doors – Whole-school awareness of attendance	Staff and pupil awareness of attendance increases. Children are aware of why it is important to be in school and how many lessons they miss when absent.	3,4,5,6
Attendance support – home visits / pick-ups	Pupil well-being is supported. Parents understand the importance of good attendance	3
Curricular and extra-curricular enrichment opportunities are available for pupils to access including a music tuition leading to accredited exams. School trips and residential visits are subsidised for PP children.	Children are motivated to attend school on days when enrichment activities take place. Raised self-esteem and aspirations Transferrable skills set	2,3
Coffee and Chat to engage parents	Parental relationships / trust building enables more open discussion and more effective communication	2,3
Daily Class Dojo points for attendance	Children are motivated to gain points to win a prize / experience	2,3
Prizes for 100% attendance in key periods	Improved attendance over key periods eg 12 Days of Christmas	2,3

**Total budgeted cost: £ [insert sum of 3 amounts stated above]**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Whole-school performance data indicates that outcomes for pupils eligible for Pupil Premium (PP) have improved in 2024–2025 when compared with non-PP pupils, representing a stronger relative position than in 2023–2024. This suggests that the gap between PP and non-PP pupils is narrowing across the school.*

*Overall, the majority of the aims set out in the Pupil Premium Strategy have been met with a good level of success, and targeted support has had a positive impact on progress and attainment. However, despite this improvement, end of Year 6 outcomes for PP pupils remain below national averages, and this continues to be a key priority area moving forward.*

<b>Phonics</b>	School 2023-24	School 2024-25	National 2024-25	School Target 2025-26
<b>Year 1</b>	71%	65%	80%	70%
<b>PP/Gender gap</b>	PP 20% Boys 16% Girls (21%)	PP 14% Boys 15% Girls (18%)	PP 13% Boys 4% Girls (4%)	

Year 2 SATs (non- statutory) EXP/GD	School 2023-24	School 2024-25
<b>Reading</b>	57% / 7%	56% / 9%
<b>PP/Gender gap</b>	PP 21% Boys 4% Girls (3%)	PP 20% Boys 11% Girls (9%)
<b>Writing</b>	50% / 0%	47% / 2%
<b>PP/Gender gap</b>	PP 23% Boys 23% Girls (17%)	PP 18% Boys 17% Girls (14%)
<b>Maths</b>	63% / 7%	56% / 5%
<b>PP/Gender gap</b>	PP 27% Boys 16% Girls (17%)	PP 20% Boys 6% Girls (5%)
<b>RWM Combined</b>	43% / 0%	44% / 2%
<b>PP/Gender gap</b>	PP 25% Boys 16% Girls (23%)	PP 23% Boys 14% Girls (13%)

Year 4 MTC	School 2023-24	School 2024-25	National 2024-25	School Target 2025-26
<b>% of ch achieving 25/25</b>	18%	34%	34%	35%
<b>Mean average score</b>	18.8	23.0	20.6	23
<b>PP/Gender gap</b>	PP 17.6 = 1.2 Boys 19.3 = (0.5) Girls 18.4 = 0.4	PP 21.3 = 1.7 Boys 23.2 = (0.2) Girls 22.7 = 0.3	PP 1.7 Boys (0.3) Girls 0.2	

*While there is still a gap between PP/non-PP, PP children's outcomes have improved v 2023-2024.*

<b>Y6 KS2 SATS</b>	School 2023	Nat 2023	Diff from Nat	School 2024	Nat 2024	Diff from Nat	School 2025	Nat 2025	Diff from Nat	School Target 2026
Expected Standard Reading	48%	73%	25%	59%	74%	15%	64%	75%	11%	70%
Higher Reading	13%	29%	16%	18%	33%	15%	23%	33%	10%	15%
Expected Standard Writing	43%	71%	28%	63%	72%	9%	62%	72%	10%	65%
GD Writing	0%	13%	13%	0%	13%	13%	0%	23%	23%	4%
Expected Standard Maths	63%	73%	10%	68%	73%	5%	77%	74%	(3%)	75%
Higher Maths	9%	24%	15%	18%	26%	8%	9%	25%	16%	8%
Expected Standard Reading, Writing and Maths (RWM)	40%	59%	19%	46%	61%	15%	53%	62%	9%	55%
Higher Standard Reading, Writing and Maths (RWM)	0%	8%	8%	0%	8%	8%	0%	8%	8%	5%
Expected Standard Grammar, Punctuation Spelling (GPS)*	59%	72%	13%	63%	72%	9%	68%	73%	5%	65%
Higher Standard GPS	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
PP/Gender gaps: 2025							PP Maths 7% Reading 1% Writing 20%			

<b>EYFS</b>	School 2023-24	School 2024-25	National 2024-25	School Target 2025-26
<b>GLD %</b>	60%	45%	67.7%	60%
<b>PP/Gender gap</b>	PP 20% Boys 45% Girls (6%)	PP 23% Boys 0% Girls 0%	Not yet available	

<b>Attendance (RAG each box)</b>	<b>2023/2024</b>	<b>2024/2025</b>	<b>National 2024/2025</b>
Attendance	92.2%	93.7%	94.8%
Persistent Absence	22.5%	17.7%	12.6%
Significant groups and actions	PP 89.1% Non-PP 93.9% SEN 87%	PP 91.1% Non-PP 95.9% SEN 90.9%	

*Improvement for attendance for all groups v 2023/2024*

## 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.*

<b>Programme</b>	<b>Provider</b>

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

N/A

**The impact of that spending on service pupil premium eligible pupils**



## Further information (optional)

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