



St. John's 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
School name	St. John's CofE Primary School
Number of pupils in school	104
Proportion (%) of pupil premium eligible pupils	15 14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 to 2026/2027
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Susan Notley, Headteacher
Pupil premium lead	Susan Notley Lucy Gatward
Governor / Trustee lead	Lilian Sanders

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21,210
Recovery premium funding allocation this academic year	
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	As above



Part A: Pupil premium strategy plan

Statement of intent

'Shine like stars'

At St. John's School, teaching and learning is our vision in action, informing and supporting the best classroom practice. We strive to give every child the opportunity to grow and flourish in every lesson taught both within the classroom and outside of the classroom (enrichment and extra-curricular activities). Through our nurturing community, we aim to develop every child's gifts and to broaden their horizons, providing support and inspiration to both pupils and parents.

Our core drivers are: reading, writing, maths and building resilience, independence and ambition through a variety of learning opportunities for both pupils and parents/carers across all subjects.

We achieve this by ensuring that we are:

- Supportive, successful and resilient
- Thriving and learning as we build God's Kingdom
- Justice for everyone
- Organisation of an aspirational curriculum within vertically grouped classes
- Healthy mind, body and soul
- Nurturing and caring where everyone is valued
- Sustainability by being an active global citizen

As a school, we consistently track all groups of pupils to ensure that they make good or better progress. Through targeted interventions, we are working to eliminate barriers to learning and the holistic development of the child. For new entrants who start with low attainment on entry, our aim is to ensure that they make accelerated progress to reach age related expectations as they move through the school. Once at age related expectations, we always continue to extend that learning and general development further to ensure that they reach higher levels of attainment and achievement. We closely monitor how we are spending the allocated funds to ensure that this is having an impact on both the pupil premium pupils' achievement and attainment across the wider curriculum.

At St. John's School, we have high aspirations and ambitions for all our children and we believe that no child should be left behind. We are determined to ensure that all our children are given every chance to reach their full potential within our small nurturing school where we want every child to develop their gifts and broaden their horizons.



We believe that all children have a right to a good education and to access new experiences and opportunities. We host an array of after school clubs, to encourage children to develop their wider talents, including: choir, tag rugby, Science club, football, yoga, art club, tennis, activities club and netball. There is a real commitment to include all pupil premium in as many clubs as possible, encouraging them to participate in a variety of enrichment activities which further enhances the overall development of the child.

Our intention is to develop each child's self-esteem, encouraging them to take risks and build their resilience, independence and aspirations. This is key to increase their future life chances and life choices, empowering them to become well rounded individuals who are responsible in making a positive contribution to society.

This culture of achievement for all families is key to our success for every child, particularly pupil premium children where they become confident citizens within society, have a strong sense of self belief for the future – making a positive contribution to our society. This sense of empowerment for all runs through everything that we do at St. John's School.

Challenges

St. John's Church of England Primary School is the smallest school in Enfield with 104 pupils on roll arranged in **four vertically grouped classes** – Ruby Class (Nursery & Reception), Sapphire Class (KS1), Diamond Class (Yr.3/4) and Emerald Class ((Yr.5/6). The children come from **a wide range of socio-economic backgrounds**. There are a small number of pupils from Eastern European countries and Black African/Black Caribbean, one family from Sri Lanka but the majority of pupils are white, British.

Deprivation indicator – 2019: The school location deprivation indicator was in quintile 5 (most deprived) of all schools. The pupil base is in quintile 4 (more deprived) of all schools in terms of deprivation.

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

Challenge number	Detail of challenge
1	<p>4/14 of our PP children are on the SEN register who have specific learning difficulties which need to be addressed with a consistent approach.</p> <p>Currently the new Reception data is unknown.</p> <p>Needs to be a very clear collective understanding on how disadvantage is impacting on our pupils and what our response as a school is to this.</p>



2	Low levels on entry of PP pupils particularly in communication, literacy and language. Significant weaknesses in pupils' fluency/decoding skills to support stamina in reading later. Limited vocabulary impacting on learning and general development across school life.
3	An inherent lack of motivation and ambition, limited drive to want to persevere and succeed. Key that our feedback is positive, clear, modelled, personal to the child and has a positive impact on both the learning and self-esteem of the child. Needs to be a real sense of belonging for all at the school and a real drive to ensure that all PP pupils are involved in a variety of extra-curricular activities alongside enrichment activities addressing the strengths of the child to develop motivation, drive, ambition and self-esteem.
4	A significant proportion of our pupils eligible for PP have poor levels of both attendance and punctuality from the previous academic year. This has a negative impact on their social and emotional development and an inconsistency in being able to access what is being offered at school. It also impacts on their sense of belonging in overall school life. Ensure that attendance and punctuality is a whole school responsibility and that all staff understand and value the factor- categories that drive poor attendance and punctuality is key. Teacher-pupil interactions are the glue that makes attendance and punctuality stick and this is a real strength of the school.
5	Lack of parental support with learning and general development. Home environments lack drive and support for building self-confidence. The need for our school to have a positive approach to this and to have strategies in place to address this. Firm commitment from all members of staff in forging positive relationships with parents to benefit the child's learning and self-esteem. Investing in supporting parents to develop the strategies to support their child's learning by encouraging them to come and see the teaching and learning that is taking place for key subject areas e.g. reading, phonics, 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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. A real continued commitment in the school to ensure that the support that is in place for these pupils is happening consistently and therefore, having a real impact.



<p>Higher expectations, rates of progress and therefore attainment across the school for pupils eligible for PP.</p>	<p>Outcomes at the end of the EYFS, KS1 & KS2 in reading and writing show that all pupils achieved at least their end of year target and speaking and listening in EYFS as well.</p> <p>Programmes that were in place had a real impact on the learning and general development.</p> <p>Relentless focus on all pp pupils in all areas of development so that they are experiencing success and making at least good progress.</p>
<p>Provide additional support for PP/SEN pupils and families.</p>	<p>PP pupils on the SEN register will be provided with the appropriate provision to ensure that they achieve their targets on their IEP and the PP target sheet and the objectives that are being set for them in every lesson.</p> <p>As soon as targets on the IEP are achieved new targets are written and agreed with the parents/carers and the child.</p> <p>All parents of SEN pupils sign a copy of the reviewed IEP and the new IEP with support on how to help their child.</p>
<p>Higher levels of motivation and perseverance to want to succeed which will boost confidence, well-being and expectations for learning</p>	<p>Data shows that most able pupils are at least in line with most able pupils nationally Ongoing monitoring (targets set on PP sheets) of pupils achieving expected levels to ensure that they are being challenged to their full potential and some of these pupils are reaching a greater depth across the curriculum. Pupils eligible for PP develop greater confidence to articulate feelings, emotions and learning to make accelerated progress towards ARE and Greater Depth. Observations of pupils' learning behaviours support this.</p>
<p>Improve attendance and punctuality of PP pupils, enabling them to be successful learners Focus on punctuality of the social norm for the rest of the class is</p>	<p>Reduce the persistent absence (PA) of PP pupils from 2024/2025 data (2/14 were PAs last year). All pupils eligible for PP have attendance figures in excess of 96%. A real sense of belonging being supported by strong parent/pupil-teacher relationships across the school. Attendance and punctuality being high profile on the PP target sheets that both parents and pupils are directly involved in at least three times a year.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations, a significant increase in participation in enrichment activities and extra-curricular activities across the school



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.

During the academic year 24/25 through working with our HEP adviser, Stephen, we have changed our strategy and have developed our thinking and strategies as the year has progressed. We seek to continue to be reflective and take on feedback to ensure we are offering the best possible provision for our PP children, including how we spend our budget.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA support across year groups to improve outcomes, target identified needs.	<u>Teaching Assistant Interventions EEF</u> <u>(educationendowmentfoundation.org.uk)</u>	1,2
Supporting early writing and speech and language development training provided for TAs/ Teachers so all staff are confident in supporting pupils' with their learning.	Responsive grouping	1,2

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

Budgeted cost: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted individual interventions led by TAs, to drive improvements in reading, maths and writing including handwriting across the school.	<u>Teaching Assistant Interventions EEF</u> <u>(educationendowmentfoundation.org.uk)</u>	1,2



Intervention groups in KS1 and Reception to help narrow the gaps.		
Additional phonics and reading sessions targeted at disadvantaged pupils who require further phonics support. Workshops for parents to help them to support their child's learning.	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: <u>Phonics Toolkit Strand Education Endowment Foundation EEF</u>	1,2
Assistant Headteacher and Deputy Headteacher running booster groups weekly to provide targeted support to KS2, with a focus on raising achievement in Reading, Writing and Maths.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <u>One to one tuition EEF (educationendowmentfoundation.org.uk)</u> And in small groups: <u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u>	1,2

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

Budgeted cost: £3,210

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast club – promote attendance and punctuality, ensure disadvantaged children are ready to learn and have had a filling breakfast to start the day.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. <u>Breakfast clubs found to boost primary pupils' reading writing... EEF (educationendowmentfoundation.org.uk)</u>	4
After school clubs offered to all PP children free of charge to encourage them to develop their wider talents.	<u>Physical activity EEF (educationendowmentfoundation.org.uk)</u>	3



Parent Mentor to work with vulnerable pupils to ensure they are ready to access learning and to support their individual needs.	<u>Social and emotional learning EEF</u> <u>(educationendowmentfoundation.org.uk)</u>	5
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Total budgeted cost: £21,210



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.

A. Improve communication and oral language skills for children across the school so that they are articulate, confident speakers.

We have run a programme of individual speech and language sessions and small groups sessions with support from Enfield Speech and Language, who have also offered specialist support for individual children. The impact for these children has been hugely positive, due to the rigour of sessions. Children's speech is a lot clearer and they are showing increased confidence when speaking in a range of scenarios. Teaching oracy has been a huge focus during staff meetings and teachers are continuing to develop the importance of pupil-voice (speaking and listening activities etc) in their lessons.

B. Higher expectations, rates of progress and therefore, attainment across the school for pupils eligible for PP.

In Reading, in Year 1/ 2 (1 pupil) 50% of pupils have met expected or higher expectations In Year 3 (2) 100% of pupils met expected or higher. In Year 4, there is a decline in % due to the NFER test results. Year 4 has 5 children who are pupil premium and 67% met outcomes. 100% (4) of pupils in Year 5/6 met expected or higher.

In Writing, In Year 1/ 2 (1 pupil) made progress to meet expected outcomes. In Year 3/4, 50% of children have met expected or greater outcomes. 100% (4) of pupils in Year 5/6 met expected or higher.

In Maths, 50% of pupils from Year 1-3 met expected or greater outcomes. In Year 4, only 33% met expected outcomes by the end of the year. 100% (4) of pupils in Year 5/6 met expected or higher.



End of Year Data 2024-25																	
		Nursery		Reception		Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
		Summer	Summer	Spring	Summer	Spring	Summer	Spring	Summer	Spring	Summer	Spring	Summer	Spring	Summer	Spring	Summer
		% of Pupils Expected or Higher	% of Pupils Expected or Higher	% of Pupils Expected or Higher	% of Pupils Expected or Higher	% of Pupils Expected or Higher	% of Pupils Expected or Higher	% of Pupils Expected or Higher	% of Pupils Expected or Higher	% of Pupils Expected or Higher	% of Pupils Expected or Higher	% of Pupils Expected or Higher	% of Pupils Expected or Higher	% of Pupils Expected or Higher	% of Pupils Expected or Higher	% of Pupils Expected or Higher	% of Pupils Expected or Higher
Reading	All Pupils	80%	100%	87%	87%	69%	75%	70%	60%	87%	73%	88%	100%	93%	100%		
	Boys	67%	100%	86%	86%	56%	67%	75%	50%	89%	78%	75%	100%	80%	100%		
	Girls	100%	100%	88%	88%	86%	86%	67%	67%	83%	67%	100%	100%	100%	100%		
	PP			50%	50%	50%	50%	100%	100%	83%	67%	100%	100%	100%	100%		
	Non PP	80%	100%	92%	92%	71%	79%	63%	50%	80%	70%	87%	100%	92%	100%		
	SEND	50%		100%	100%	0%	0%	0%	0%	0%	40%	40%	100%	100%	0%	100%	
	Non-SEND	100%	100%	85%	85%	85%	92%	78%	67%	100%	90%	85%	100%	100%	100%		
Writing	All Pupils	60%	100%	53%	73%	69%	69%	70%	70%	69%	75%	63%	63%	86%	93%		
	Boys	33%	100%	57%	71%	56%	56%	50%	50%	70%	70%	50%	50%	60%	80%		
	Girls	100%	100%	50%	75%	86%	86%	83%	83%	67%	83%	75%	75%	100%	100%		
	PP			0%	50%	50%	50%	50%	50%	33%	50%	100%	100%	100%	100%		
	Non PP	60%	100%	62%	77%	71%	71%	70%	70%	90%	90%	60%	60%	83%	92%		
	SEND	50%		0%	0%	0%	0%	0%	0%	33%	33%	0%	0%	0%	0%		
	Non-SEND	67%	100%	62%	85%	85%	85%	78%	78%	90%	100%	77%	77%	92%	100%		
Maths	All Pupils	80%	100%	73%	80%	56%	69%	70%	80%	56%	60%	75%	75%	93%	100%		
	Boys	67%	100%	71%	71%	56%	67%	75%	75%	70%	67%	88%	88%	80%	100%		
	Girls	100%	100%	75%	88%	57%	71%	67%	83%	33%	50%	63%	63%	100%	100%		
	PP			50%	50%	50%	50%	50%	50%	50%	33%	100%	100%	100%	100%		
	Non PP	80%	100%	77%	85%	57%	71%	75%	88%	60%	70%	73%	73%	92%	100%		
	SEND	50%		0%	50%	0%	0%	0%	0%	33%	20%	33%	33%	0%	100%		
	Non-SEND	100%	100%	85%	85%	69%	85%	78%	89%	70%	80%	85%	85%	100%	100%		

Teaching and learning has been a huge focus across the school for staff meetings and professional development opportunities. As a result of this, teachers are able to deliver lessons in a way that meets the needs of all learners and therefore, children are making great progress.

Alongside this, interventions have been run by both class teachers and support assistants to work on essential skills to help children make continual progress.

Class teachers have a focus on pp pupils in all areas and this is a discussion point during our pupil progress meetings.

We have continued to lead parental workshops on reading, phonics and maths to help support parents help their children at home. Class teachers have targeted parents to ensure that they attend.

Provide additional support for PP SEN pupils.

Pupils on the SEN register have been provided with additional support to ensure that they achieve their targets on their IEP, this might be through one to one work with an adult or additional interventions in the afternoon sessions.

Termly pupil progress meetings are in place to ensure children are making good progress. Staff discuss new strategies to help each pupil with the SENDCO and draw advice from professionals when needed e.g. Waverley or Speech and Language in Enfield. IEPs are reviewed regularly with teachers adding additional notes which are stored centrally in the classroom for all to see. There are regular meetings with SEN pupils' parents to keep them informed and to hear their concerns, this might be with the SENDCO or class teacher.

C. Higher levels of motivation and perseverance to want to succeed which will boost confidence, well-being and expectations for learning.



Data shows that most able pupils are in line with expectations, those who are not, teachers have an understanding why due to complex needs.

All PP pupils have target sheets which also aim to develop the whole child. PP children are also offered free access to clubs to help with their perseverance and confidence. Feedback from this has been hugely positive. A recent addition of Rocksteady through the ETSP has been really beneficial for boosting confidence for PP and SEN pupils.

D. Improve attendance of PP pupils, enabling them to be successful learners.

Sep-July

4 pupils have attendance ranging from 76-89%

9 pupils have attendance ranging from 92-99%

1 pupil has 100% attendance.

Medical Evidence was provided for the pupils who were PA pupils.

Breakfast club is offered free of charge for PP children, with the aim to reduce lateness. The headteacher has worked extensively with the EWO to hold meetings with parents to tackle PA and punctuality. There have been noticeable improvements as a result of this.

One child in Year 1 Mum has attended court as a result of PA and meeting with the EWO. She understands the seriousness of this.

One child in Year 4 is still late regularly but we are continuing to work with parents here as there is lost learning time. He is encouraged to come to Breakfast club daily and attends all after school clubs.

E. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

Feedback from governor learning walks and any other visitor completing pupil voice interviews has been hugely positive. Children say that they feel safe and they have ways of managing their wellbeing. Weekly PSHE lessons using the Jigsaw scheme, aim to help embed best wellbeing practice. RE lessons are also used as a time for reflection.

