



Pupil Premium Strategy

We are a 'light in the darkness', living life to the full, worshipping and working so that everyone may flourish and achieve their God-given potential.



Pupil Premium Strategy

2025-2028



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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 [Link]	164
Proportion (%) of pupil premium eligible pupils	17.07%
Academic years that our current pupil premium strategy plan covers	2025-28
Date this statement was published	Dec 2025
Date on which it will be reviewed	Dec 2026
Statement authorised by	Beruk Berhane
Pupil premium lead	Lucy Pomeroy
Governor / Trustee lead	Jenny Barnard-Langston

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,180
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
Total budget for this academic year	£33,180



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Part A: Pupil premium strategy plan

Statement of intent

All members of staff and governors at St John's Meads CE Primary School accept collective responsibility for pupils who are disadvantaged. We are fully committed to meeting pupils' pastoral and social needs because these are fundamental to securing strong academic outcomes. This commitment is fundamental to our school ethos and is reflected in our vision: "We are a 'light in the darkness', living life to the full, worshipping and working so that **everyone may flourish and achieve** their God-given potential". John 1:5

Our focus extends beyond disadvantage to include vulnerable pupils such as those with social workers in their lives or who are young carers. We are dedicated to supporting their progress and wellbeing, regardless of whether they qualify for the Pupil Premium.

Currently, 17.07% (28) of our children are eligible for Pupil Premium funding. Only three of the children are both disadvantaged and have SEND. Furthermore, the school currently has one service child in Year 6. The Service Pupil Premium (£350) is used flexibly to support the pupil's emotional wellbeing, engagement and continuity of learning, particularly where service-related circumstances may impact on school life.

Our approach is firmly grounded in evidence-based research. We recognise that life outcomes are strongly influenced by educational outcomes, particularly for disadvantaged pupils (DfE, 2023, link [1](#) [2](#)). In addition, the Education Endowment Foundation ([EEF](#)) identifies high-quality teaching as the most powerful lever for improving attainment, especially for pupils experiencing disadvantage.

Consequently, our strategy is rooted in securing consistently excellent teaching across the school, complemented by targeted academic support and the removal of wider barriers to learning. We take a holistic approach, recognising that attendance, behaviour, emotional wellbeing, and family engagement all directly affect pupils' capacity to succeed academically.

Funding is allocated flexibly according to assessed need rather than a fixed per-pupil amount, ensuring resources are directed where they will have the greatest impact in closing attainment gaps and securing sustained academic improvement.

Our Priorities

To maximise the impact of Pupil Premium funding, we have set clear priorities:

- Ensure consistently high-quality teaching in every classroom, supported by ongoing, targeted professional development.
- Close attainment gaps between disadvantaged pupils and their peers, particularly in reading, writing, and mathematics.
- Provide targeted academic interventions for pupils not yet making expected or accelerated progress.
- Address key barriers to learning, particularly in attendance as well as emotional and mental health.



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- Strengthen parental engagement and cultural capital to support pupils' long-term academic success.
- Deploy funding strategically and flexibly, ensuring support is matched precisely to individual and group needs.

Our Ethos & Commitments

We commit to fostering a culture where:

- Staff believe in every child's potential and hold high expectations for all.
- There are no excuses for underperformance; barriers to learning are actively identified and overcome.
- Staff collaborate and innovate to find solutions and deliver effective support.
- Every member of staff knows who our disadvantaged and vulnerable pupils are and understands their needs.
- Data is regularly analysed by all staff, with pupil progress meetings ensuring strengths are celebrated and next steps planned.
- Support is provided at all levels of attainment, enabling every child to achieve more.
- Interventions are evidence-informed, drawing on EEF guidance and best practice.

How We Will Deliver Excellence

Building on strong practice, our approach combines the best evidence-based strategies.

Firstly, high-quality Wave 1 teaching ensures all pupils receive effective first teaching. Our pedagogy is grounded in evidence-based, high-impact strategies, including:

- Metacognition and self-regulation strategies
- Explicit teaching of reading comprehension
- Oracy development to build confident communication (e.g. Destination Reader)
- Specific, actionable feedback so pupils know precisely how to improve
- Structured collaborative learning and peer support

Secondly, where pupils require additional support, targeted Wave 3 academic provision offers structured small-group and one-to-one tuition to enable pupils to catch up or accelerate progress.

Finally, to further support personal development and academic engagement, disadvantaged pupils are given preferential access to enrichment and out-of-school activities, nurturing talents, building self-esteem, and broadening cultural experiences at no cost or at a subsidised cost to families.



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Challenges

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

Challenge number	Detail of challenge
1	<p style="text-align: center;"><u>Attendance and persistent absence</u></p> <p>Although persistent absence for disadvantaged pupils reduced significantly between 2023–24 and 2024–25, overall attendance for disadvantaged pupils remains below that of non-disadvantaged pupils, indicating ongoing barriers to regular school attendance.</p>
2	<p style="text-align: center;"><u>Attainment and Progress</u></p> <p>Very small numbers of disadvantaged pupils at KS2, EYFS and Phonics mean that attainment data fluctuates significantly year on year. As a result, the strategy needs to prioritise rigorous monitoring of individual progress, personalised support, and high-quality teaching to ensure that each disadvantaged pupil makes strong progress and is appropriately challenged.</p>
3	<p style="text-align: center;"><u>Limited attainment at the higher standard</u></p> <p>Across KS2 assessments, disadvantaged pupils do not consistently achieve at the higher standard, suggesting a need for greater challenge, depth of learning and targeted support to stretch higher-attaining disadvantaged pupils.</p>
4	<p style="text-align: center;"><u>Monitoring and supporting enrichment participation (2024–25)</u></p> <p>During 2024–25, the school did not have a consistent system to track disadvantaged pupils' participation in enrichment, clubs, and cultural activities. As a result, there was limited visibility of take-up, engagement, and potential barriers such as cost, transport, or SEND needs. Establishing robust monitoring and targeted support is needed to ensure all disadvantaged pupils can access and benefit fully from wider opportunities.</p>

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 attendance and sustained reduction in persistent absence for disadvantaged pupils	<ul style="list-style-type: none"> ▪ Attendance for disadvantaged pupils is consistently $\geq 94.5\%$ over the final two years of the strategy, with the gap to non-disadvantaged pupils no greater than 1%. ▪ Attendance for disadvantaged pupils with SEND is sustained at or above 94.5%, despite small cohort volatility. ▪ Persistent absence for disadvantaged pupils is $\leq 10\%$, including for pupils with SEND. ▪ Year-on-year reductions in the number of pupils classified as persistently absent, even where overall percentages fluctuate.



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	<ul style="list-style-type: none">▪ Annual milestones:<ul style="list-style-type: none">a) Dec 2026: $\geq 94.0\%$, PA $\leq 17\%$b) Dec 2027: $\geq 94.3\%$, PA $\leq 15\%$c) Dec 2028: $\geq 94.5\%$, PA $\leq 10\%$
Strong and consistent progress for disadvantaged pupils from individual starting points	<ul style="list-style-type: none">▪ 100% of disadvantaged pupils make at least expected progress in reading, writing and maths from their starting points, evidenced through termly assessment and pupil progress reviews.▪ Teaching and interventions are adjusted within a term where pupils are not on track.▪ Attainment for disadvantaged pupils is at least in line with school non-disadvantaged pupils, where cohort size allows meaningful comparison.▪ Supported by INSIGHT to make tracking and take up an efficient process.
Increased attainment at the higher standard for disadvantaged pupils where appropriate	Where cohort size allows, disadvantaged pupils attain higher standard outcomes in line with or exceeding those of non-disadvantaged pupils.
Equitable access to enrichment, clubs, and cultural opportunities for disadvantaged pupils	<ul style="list-style-type: none">▪ By Dec 2026: At least 70% of disadvantaged pupils participate in at least one enrichment activity per term; barriers (cost, transport, confidence, SEND) identified and addressed.▪ By Dec 2027: Participation increases to 85%, with all identified barriers actively mitigated.▪ By Dec 2028: 100% of disadvantaged pupils participate in at least one enrichment activity, club, or cultural trip per term.▪ Termly monitoring and pupil voice demonstrate increasing engagement, confidence, social skills, and resilience over the three years.



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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: £ 3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for teaching staff on high-quality Wave 1 teaching, including metacognition, self-regulation, and explicit feedback	EEF Toolkit (2025): High-quality teaching is the most powerful lever to improve outcomes for disadvantaged pupils; metacognition and self-regulation strategies improve attainment. EEF Teaching and Learning Toolkit	2, 3
Instructional coaching for teachers (pedagogy, Assessment for Learning, structured collaborative learning).	EEF Effective Professional Development guidance: Revisiting prior learning, goal setting, feedback, and action planning are core features of effective CPD. EEF Effective Professional Development	2, 3
Instructional coaching for teachers (pedagogy, Assessment for Learning, structured collaborative learning), led by Headteacher/SLT	Open University Destination Reader evaluation (2022): Improves teacher confidence and reading culture. EEF (Oct 2025): structured reading comprehension programmes are high impact. Open University Evaluation	2
Instructional coaching for teachers (pedagogy, Assessment for Learning, structured collaborative learning).	EEF Guidance: Timely, actionable feedback is high impact; regular assessment ensures pupils who are behind are identified and supported promptly. EEF Feedback Guidance Report	2,3

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers/leaders deliver structured, targeted 1:1 or small-group interventions for disadvantaged pupils not making expected progress, focusing on reading, writing,	EEF Toolkit – One to One Tuition: Intensive, targeted academic support for pupils with low prior attainment or at risk of falling behind can add +5 months progress. EEF One-to-One Tuition	2, 3



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and maths		
Teaching Assistants deliver structured small-group or one-to-one support in literacy and maths, aligned with classroom teaching. Needs identified by teachers and through Pupil Progress Meetings.	EEF Toolkit – Teaching Assistant Interventions: Structured and evidence-based small group or 1:1 support can add +4–6 months progress. Reading comprehension interventions are particularly high impact. EEF Teaching Assistants	2, 3
Annual subscription to Speech Link and Language Link to screen and support oral language and early reading skills	EEF Toolkit – Oral Language Interventions: Structured support for oral language development improves reading outcomes (+6 months). EEF Oral Language Interventions	2
SENCO-led termly reviews and monitoring of SEND and disadvantaged pupils, with targeted support plans	EEF guidance: Parental engagement and early identification support academic and emotional outcomes (+4 months). EEF Parental Engagement	1, 2, 3
Track attendance, engagement, and participation of disadvantaged pupils at parent consultations and enrichment activities using school Arbor	EEF guidance: Improving parental engagement positively affects learning, attendance, and wellbeing (+4 months). EEF Parental Engagement	1, 4
Targeted catch-up programmes for disadvantaged pupils in Year 4 Multiplication Tables Check and Year 1 phonics	EEF Toolkit – Small Group Tuition & Feedback: Targeted interventions accelerate progress in numeracy and reading, particularly for pupils below expected standards. EEF Small Group Tuition	2, 3



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

Budgeted cost: £5,180

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance strategy: Targeted attendance support for disadvantaged pupils and families, led by Head of School, including early identification, regular monitoring and supportive engagement with families	EEF – <i>Supporting School Attendance</i> (2024): Emphasises understanding individual and family-level barriers to attendance and responding with targeted, relational approaches rather than punitive measures. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-school-attendance	1
Removal of financial and practical barriers to enrichment, clubs and educational visits for disadvantaged pupils, including subsidised places and targeted encouragement, clubs by invite only.	EEF Pupil Premium Guidance: Access to wider cultural and enrichment opportunities supports engagement, confidence and personal development as part of a holistic approach to closing gaps. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/pupil-premium	4
Improved tracking of enrichment participation and parental engagement using school IT systems, with termly review of take-up and barriers	EEF – <i>Parental Engagement</i> : Tracking engagement enables schools to identify barriers and target support effectively, improving attendance, wellbeing and learning. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/parental-engagement	

Total budgeted cost: £33,180



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Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

KS2 Outcomes

Within the timeframe of the previous pupil premium strategy, disadvantaged pupils' end of key stage two outcomes at the expected standard show improvement in 2025. However, outcomes for disadvantaged pupils over recent years reflect extremely small cohorts, ranging from one to four children, meaning percentages can fluctuate significantly and should be interpreted with caution. For example, there was just one disadvantaged pupil in Year 6 in 2025, accounting for the 100% outcomes reported. No consistent improvement is evident at the higher standard.

Table 1 and 2:
Year 6 outcomes for disadvantaged children over time compared to school and national non-disadvantaged children

Table 1: Expected Standard

	2024	2025	School Non-disadvantaged	National Non-disadvantaged
RWM	0%	100%	72%	68%
Reading	50%	100%	83%	81%
Writing	58%	100%	83%	77%
Maths	0%	100%	83%	80%
GPS	0%	100%	69%	75%

Table 2: Higher Standard

	2024	2025	School Non-disadvantaged	National Non-disadvantaged
RWM	0%	0%	3%	10%
Reading	0%	100%	28%	35%
Writing	0%	0%	7%	15%
Maths	0%	0%	14%	31%
GPS	0%	0%	17%	35%

MTC

In the 2024–25 Multiplication Tables Check at the end of Year 4, the three disadvantaged pupils performed better (67%) than their non-disadvantaged peers within school (45%) and nationally (41%). As this outcome reflects a very small cohort, it should be interpreted with caution. This may indicate that targeted support in multiplication recall has been effective for this cohort.



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Table 3: Year 4 Multiplication Check compared to school and national non-disadvantaged children

	2023-24	2024-25
School Disadvantaged	16%	67%
School non-disadvantaged	17%	45%
National non-disadvantaged	37%	41%

Phonics

Phonics outcomes for all pupils have remained broadly stable at around 78–79% over time. However, outcomes for disadvantaged pupils remain below both school non-disadvantaged outcomes (80%) and national non-disadvantaged outcomes (84%).

Disadvantaged pupils' outcomes (50%) reflect a very small cohort of two pupils and therefore fluctuate significantly and should be interpreted with caution. While current provision has been sufficient to maintain overall standards, it has not yet secured accelerated improvement. As a result, the revised pupil premium strategy will continue to prioritise high-quality, systematic phonics teaching, early identification of pupils at risk of falling behind, and timely, targeted intervention to secure reading fluency by the end of Key Stage 1.

Year 1: Phonics outcomes over time

	2023	2024	2025
All (18)	79%	79%	78%
Disadvantaged	80%	50%	50%
School non-disadvantaged	75%	85%	80%
National non-disadvantaged	83%	84%	84%

EYFS

Outcomes for disadvantaged children in EYFS in 2025 appear strong, with the **single pupil** achieving expected levels across all prime and specific areas of learning and attaining a Good Level of Development. However, as these results reflect a cohort of just **one child**, they should be interpreted with significant caution and cannot be taken as indicative of a sustained trend. While comparisons with school non-disadvantaged peers and national benchmarks (all pupils) are positive, the **very small cohort size** highlights the importance of continued focus on high-quality early years provision, targeted support for communication, language, and early literacy, and careful monitoring to ensure that disadvantaged children are consistently well-prepared for Key Stage 1.



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EYFS Areas of learning (Prime and Specific)		School disadvantaged		Non-disadvantaged 2025	
		2024	2025	School	National*
Communication and language	Listening, Attention and Understanding	50%	100%	100%	81.6%
	Speaking	100%	100%	100%	82.3%
Personal, social & emotional	Self-Regulation	50%	100%	100%	84.7%
	Managing Self	100%	100%	100%	86.8%
	Building Relationships	100%	100%	100%	87.9%
Physical	Gross Motor Skills	100%	100%	100%	91.6%
	Fine Motor Skills	100%	100%	100%	85.6%
Literacy	Comprehension	50%	100%	100%	80.1%
	Word Reading	50%	100%	77%	76.2%
	Writing	50%	100%	23%	71.4%
Maths	Number	50%	100%	15%	78.7%
	Numeric Patterns	50%	100%	100%	78.2%
GLD		50%	100%	77%	72.5%

(*National EYFS data is not consistently published by non-disadvantage for each area of learning. Hence, outcomes for all pupils are used as an appropriate benchmark, as they are largely driven by non-disadvantaged performance.)

Attendance

Between 2023–24 and 2024–25, the Pupil Premium strategy had a positive impact on reducing persistent absence for disadvantaged pupils. Persistent absence fell from 27.6% to 17.31%, with a similar improvement for disadvantaged pupils with SEND (28.9% to 19.2%). This indicates that targeted attendance interventions implemented during 2024–25 were effective.

However, overall attendance for disadvantaged pupils remained broadly static, and non-disadvantaged persistent absence increased (8.67% to 12.06%), suggesting wider post-pandemic attendance challenges across the school. While the gap between disadvantaged and non-disadvantaged pupils has narrowed, disadvantaged pupils continue to face greater barriers to regular attendance.

Overall, the strategy has begun to deliver measurable improvements in reducing persistent absence, particularly for disadvantaged pupils with SEND, but further work is needed to secure sustained improvements in attendance.



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Table 4: Attendance of disadvantaged children over time compared to school and national non-disadvantaged children

	2022-23	2023-24	2024-25
School disadvantaged with SEND attendance *	92.2%	92.2%	94.6%
School disadvantaged attendance	93.8%	93.8%	93.8%
School non-disadvantaged attendance	95.8%	95.5%	95.8%
National non-disadvantaged attendance	93.9%	94.2%	-

(* Pupil numbers are small: four in 2024-25, 2 in 2023-24)

Table 6: Whole school Persistent Absence (PA) for disadvantaged children over time compared to school and national non-disadvantaged children

	2022-23	2023-24	2024-25
School disadvantaged with SEND PA*	25.0%	28.9%	19.2%
School disadvantaged PA	19.05%	27.6%	17.31%
School non-disadvantaged PA	5.56%	8.67%	12.06%
National non-disadvantaged PA **	11-12%	10-11%	-

(** These are the closest approximations available after AI analysis of DfE data)

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.

Programme	Provider
n/a	n/a

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

In 2024–25, the school received Service Pupil Premium funding for one pupil . As the pupil demonstrated strong attendance, wellbeing and attainment, the funding was used flexibly to support universal pastoral provision and high-quality teaching already in place. This included ensuring access to a safe, nurturing school environment, strong relationships with trusted adults, and full participation in the wider curriculum and enrichment opportunities should additional support have been required.

The impact of that spending on service pupil premium eligible pupils

The pupil maintained 100% attendance and demonstrated strong academic outcomes, working at greater depth in reading and maths and securely on track in writing. The pupil was well-engaged in school life, confident, and settled, with no identified barriers to learning linked to service-related circumstances. The approach of high-quality teaching, consistent pastoral support and positive school culture ensured the pupil was able to thrive without the need for additional targeted intervention.



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Further information (optional)

The Pupil Premium strategy is implemented through whole-school systems and reviewed three times per year by senior leaders and governors using attainment, attendance and engagement data, alongside pupil voice and staff feedback. Given small cohort sizes, evaluation focuses on individual progress from starting points and the effectiveness of provision for each pupil rather than headline percentages alone. The strategy is designed to be responsive, with provision adapted promptly where pupils are not on track. Support for disadvantaged pupils is embedded within high-quality teaching and pastoral practice to ensure impact is sustainable beyond the use of Pupil Premium funding.