



ST. JOHN'S

Church of England
Primary School, Hindley Green

Pupil Premium Strategy Statement

ST JOHN'S CE PRIMARY SCHOOL, HINDLEY GREEN

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.

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School overview

Detail	Data
Number of pupils in school	172
Proportion (%) of pupil premium eligible pupils	(47) 27.3%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended - you must still publish an updated statement each academic year)	2024 to 2027
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Chloe Fletcher
Pupil premium lead	Chloe Fletcher
Governor / Trustee lead	Kate Flood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£68,175.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
Total budget for this academic year <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>	£68,175.00

Part A: Pupil premium strategy plan

Statement of intent

We will implement a tiered approach to Pupil Premium funding to maintain a balanced and strategic focus on three key areas:

- Continuously enhancing high-quality teaching for all pupils,
- Delivering targeted academic support to those most in need,
- Addressing broader non-academic barriers that impact learning.

By investing in ongoing professional development and leveraging the expertise of our newly appointed Director of Talent and Educational Development, we aim to strengthen teacher knowledge, pedagogical practice, curriculum design, and the effective use of assessment. This approach ensures that every class is led by skilled teachers and that all staff receive the support needed to refine their practice continuously.

Our 'Team Around the Child' model prioritises children who are not currently meeting expected standards. These children will benefit from tailored, targeted interventions delivered through high-quality teaching, led by our specialist SENDCo and supported by strategically deployed teaching assistants. We are dedicated to creating an inclusive learning environment by rigorously implementing our SEND policy and fostering strong communication between parents, teachers, and external professionals. Focused small group and one-to-one interventions will accelerate progress by addressing specific learning needs.

In addition to academic support, we will tackle wider barriers to learning such as attendance, behaviour, and social-emotional development. Our Pastoral Lead will provide personalised one-to-one and small group support to nurture positive learning behaviours and promote long-term success.

Through our Attendance Pathway, we aim to improve overall attendance rates and reduce persistent absenteeism. The Attendance Champion, in collaboration with the Pastoral Lead, will offer consistent support and challenge to families facing attendance difficulties.

We will enrich the school experience by offering a diverse range of extra-curricular activities designed to boost engagement, inspire a love of learning, and support the development of lifelong learners.

Raising the achievement of disadvantaged pupils is a collective responsibility shared by all staff. Our Pupil Premium strategy is fully embedded within the school development plan, reflecting our unified commitment to equity and excellence.

Challenges

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

Challenge number	Detail of challenge
1	Assessment data and monitoring evidence shows that disadvantaged pupils in some year groups are not in line with disadvantaged children nationally.
2	Assessment data shows that EYFS disadvantaged pupils on entry are below non-disadvantaged pupils.
3	Attendance data shows that rates of absence and persistent absence are higher for disadvantaged pupils than non-disadvantaged pupils.
4	Assessment data and monitoring evidence shows that disadvantaged pupils in some year groups with multiple vulnerabilities (SEND and/or EAL) are not yet strong readers with secure comprehension skills and, as a result, are not yet able to recall as much key knowledge and vocabulary across the curriculum as non-disadvantaged pupils.
5	Some disadvantaged pupils have limited access to varied life experiences. This has been exacerbated by the cost-of-living crisis.
6	There has been an increased requirement for access to pastoral support and early help for some disadvantaged families with regards to social, emotional and mental health needs.

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
Disadvantaged pupils make at least expected progress (in line with the demands of the curriculum) as a result of highly effective quality first teaching and targeted interventions.	<p>Monitoring and evaluation processes show that most teaching throughout the school is effective or highly effective.</p> <p>Observations and assessments of our ECT reveal that the majority of their teaching meets or surpasses the standards expected for their stage of professional development.</p> <p>In reading, writing, and mathematics, a substantial number of disadvantaged pupils</p>

	<p>make progress that aligns with curriculum expectations, with many exceeding expected progress between assessment periods, thereby aiding their catch-up with peers.</p> <p>Additionally, in statutory assessments, disadvantaged pupils achieve outcomes that are at least comparable to those of their non-disadvantaged peers on a national level.</p>
<p>Improved attendance for disadvantaged pupils.</p>	<p>Attendance rates for disadvantaged pupils are at least comparable to those of non-disadvantaged pupils on a national level.</p> <p>The rates of persistent absence among disadvantaged pupils are also at least in line with the national figures for their non-disadvantaged peers.</p>
<p>Disadvantaged pupils, particularly those with multiple vulnerabilities, are fluent readers with secure comprehension skills which enable them to thrive in all areas of the curriculum.</p>	<p>Analysis of reading fluency interventions shows that disadvantaged pupils are making steady progress towards becoming fluent readers.</p> <p>Assessment and monitoring data confirm that disadvantaged pupils are maintaining pace with the curriculum expectations in reading comprehension.</p> <p>Feedback from pupil voice and observations of reading habits indicate that all disadvantaged pupils engage in regular reading and are cultivating a genuine passion for reading.</p> <p>Additionally, evaluations of teaching and learning reveal that disadvantaged pupils, especially those with multiple vulnerabilities, can fully access the CUSP curriculum, leading to enhanced retention of knowledge and vocabulary.</p>
<p>Increased access to a wide range of curricular and extra-curricular experiences</p>	<p>All disadvantaged pupils participate in curricular experiences.</p> <p>Free places are offered in all extra-curricular clubs and rates of participation for disadvantaged pupils in extra-curricular clubs are high.</p>

Disadvantaged pupils and their families benefit from pastoral care and assistance	Tracking of behaviour data and SEMH shows that incidents involving disadvantaged pupils continue to decrease. Cases studies evidence the positive impact of early help interventions.
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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: £3,650.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Senior leaders and subject leaders will ensure an effective or highly effective teacher is in front of every class, and that every teacher is supported to keep improving. They will provide whole school CPD as well as personalised coaching and support.	<p>EEF research shows that improving teaching is the <i>'key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending'</i>.</p> <p>Important aspects of CPD provided include: in the moment feedback, reading comprehension strategies, phonics and adaptive teaching. All of which EEF research shows has a positive impact on pupil outcomes.</p> <p>EEF +6</p>	1, 2, 4 & 5
	<p>Feedback is information given to the learner about the learner's performance relative to learning goals or outcomes. It should aim to (and be capable of producing) improvement in students' learning.</p> <p>Feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output or outcome of the task the process of</p>	

	<p>the task the student's management of their learning or self-regulation, or about them as individuals (which tends to be the least effective).</p> <p>EEF +4</p> <p>Individualised instruction involves providing different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored— particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum— will be more effective.</p>	
<p>Senior leaders and subject leaders will play a key role in the school's curriculum development and evaluation work. There will be a strong focus on developing less confident subject leaders through coaching and mentoring and signposting to relevant research.</p>	<p>Our curriculum design and implementation is underpinned by research including:</p> <ul style="list-style-type: none"> • The EEF's metacognition and self-regulated learning strategies • Willingham's Simple Model of Memory • Generative Learning Strategies for retrieval and learning • Sweller's Cognitive Load Theory • Building Strong Schemata • Rosenshein's Principles of Instruction • Bjork and Bjork's Desirable Difficulties • Ebbinghaus' Forgetting Curve <p>Senior leaders will use their knowledge and experience in these areas to further develop less confident or inexperienced leaders.</p>	1, 2, 4 & 5
<p>Purchase and implement the Little Wandle SSP to ensure all children secure strong foundations in reading.</p>	<p>EEF – Phonics – Teaching and Learning Toolkit</p> <p>Phonics has a positive impact on average (+5 months) with extensive evidence and is an important</p>	1, 2 & 4

	component in the development of early reading skills particularly for children from disadvantaged backgrounds.	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £32,177

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted teaching support for low prior attaining pupils, further disadvantaged by lockdown, to enable them to make at least expected progress.	EEF research shows that small group tuition has a positive impact on attainment levels.	1, 2 & 4
Small group language intervention (e.g. WellComm) and 1:1 support from Director of Inclusion and Vulnerabilities, Head of SEND, Expert SENDCo's, Director of EYFS, Trust Phonics Lead	EEF +6 research shows that oral language interventions have a positive impact on pupils' ability to develop language and comprehension skills	1, 2 & 4

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

Budgeted cost: £32,377.48

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Coordinator to provide support for pupils and their families – offering support and challenge as well as promotion of high levels of attendance and removal of barriers to learning.	Research shows that good attendance has a direct link to academic outcomes and subsequent life chances. If pupils in receipt of early help intervention feel happy and safe, they are more likely to be able to learn well in school.	1, 2, 3, 5 & 6

<p>Introduce the ASTAR attendance platform to track attendance and collaborate with families to address and overcome barriers that hinder regular school attendance.</p>	<p>Research from the EEF shows that engagement strategies that focus on improvement to ensure equity is the most successful way to raise school attendance.</p>	<p>1 & 3</p>
<p>Fully embed the Attendance Pathway and implement rewards and incentives to reinforce the school attendance strategy.</p>	<p>EEF - The interventions that show promise take a holistic approach in understanding pupils and their specific need, and address the specific barriers to attendance that have been identified. For example, one programme found to have a positive impact on attendance used several different approaches depending on the needs of pupils, including a team to monitor and track attendance, parental communication, and motivation systems.</p>	<p>1 & 3</p>
<p>Pastoral Coordinator to provide 1:1 and small group intervention to support pupils with self-regulation and understanding of emotions. This support will extend to families where needed.</p>	<p>EEF research shows that social and emotional learning and improved self-regulation has a positive impact on attainment.</p> <p>EEF (+5)</p> <p>Disadvantaged pupils are less likely to benefit from having a space to conduct home learning. Evidence also suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading</p>	<p>5 & 6</p>

Total budgeted cost: £68,205.48

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

EYFS GLD 2024 – 2025

60% of disadvantaged children achieved GLD, representing a notable improvement that surpasses the local authority's GLD rate of 47% which increased by 13%, and the national average of 50% which increased by 10%.

Year 1 Phonics Screening Check 2024 – 2025

- 71% of disadvantaged children passed the PSC, which is 6% higher than the local authority's figure of 65% and 4% above the national average of 67%. Achieving a 71% pass rate in the PSC for disadvantaged children is a positive indicator of early literacy skills at St John's, particularly in decoding, which is foundational for reading development.

End of KS2 2024 – 2025

- 71% of disadvantaged children achieved the expected standard in Reading, which is 6% higher than the local authority's figure of 65% and 8% above the national average of 63%. Continued focus on reading, especially early intervention and adaptive support, will be essential to sustain and further close the disadvantage gap.
- 86% of disadvantaged children achieved the expected standard in Writing, significantly surpassing the local authority average of 62% and the national average of 59%. The large margin by which the school exceeds these averages indicates highly effective teaching practises, targeted support, and a strong CUSP writing curriculum.
- 86% of disadvantaged children achieved the expected standard in Maths, which is 22% higher than the local authority average of 64% and 25% above the national average of 61%. Given the persistent challenges disadvantaged pupils face nationally in achieving expected standards, this outcome demonstrates the positive impact of our school's adaptive teaching strategies and targeted support.
- 71% of disadvantaged children achieved the expected standard in reading, writing and maths combined.

Monitoring and evaluation records indicate that the majority of teaching throughout the school is effective or highly effective, contributing significantly to strong pupil outcomes. Any identified teaching weaknesses are promptly addressed through targeted support and

closely monitored to ensure swift improvement. Our ECTs teaching standards generally align with the national career framework. Progress towards these standards is regularly assessed through structured appraisal and mentoring processes, ensuring ongoing professional development and high-quality teaching.

The Pastoral Coordinator, working closely with the Attendance Champion and guided by our Attendance Pathway model, has meticulously tracked attendance data and collaborated with families to identify and overcome attendance barriers. Support measures have included targeted communications such as letters and meetings. Fixed penalty notices are only issued as a last resort after all early help options have been fully explored.

Improving attendance and reducing persistent absenteeism among disadvantaged pupils remains a key whole-school priority, reflecting its crucial role in enhancing attainment and wellbeing.

A variety of pastoral support initiatives - such as Lego therapy and Drawing & Talking interventions - have positively impacted pupil wellbeing. School records confirm that pupils in need consistently receive high-quality support and guidance.

Case studies clearly demonstrate the positive effects of one-to-one support and targeted behavioural interventions on individual pupils, showcasing the effectiveness of early help approaches.

Participation in after-school sports clubs is on the rise; however, school leaders remain dedicated to further increasing attendance among disadvantaged pupils to encourage broader engagement and enrichment, supported by rigorous attendance tracking.

Disadvantaged children benefit from a diverse and enriching programme of experiences, ensuring they access opportunities that might otherwise be unavailable, thereby fostering their personal development and aspirations.

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
Showbie	Showbie
TTRS	Maths Circle
Phonics	ELS
CUSP	CUSP
Grammarsaurus	Grammarsaurus
Jigsaw	Jigsaw
Century Tech	Century Tech
Testbase	Testbase
Get set 4 PE	Get set 4 PE
Questful RE	