Pupil premium strategy statement

School overview 2025-26

Detail	Data
School name	St John's Primary, Knaphill
Number of pupils in school	243
Proportion (%) of pupil premium eligible pupils	39.8%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2025-2028
Date this statement was published	31st October 2025
Date on which it will be reviewed	July 2026
Statement authorised by	
Pupil premium lead	Naomi Ezzard
Governor / Trustee lead	Nigel Leigh

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£105, 803
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	£105, 803

Part A: Pupil premium strategy plan

Statement of intent

The school aims for all children to achieve their potential and eliminate barriers to learning. In order to do this, we ensure that teaching and learning opportunities meet the needs of all the pupils, and that appropriate provision is provided for those who require additional support.

We recognise that not all pupils who receive free school meals will be socially disadvantaged and that not all pupils who are socially disadvantaged will be eligible for free school meals.

Pupil Premium funding is allocated following regular analysis of pupil progress. Vulnerable groups, including those that are socially disadvantaged, are reviewed regularly and teaching adapted to meet their needs. Research from the Sutton Trust states that the most effective means of improving outcomes for disadvantaged children are quality first teaching and the promotion of a 'growth mindset' across the school. We apply a relational approach with all of our pupils to underpin academic success.

On occasions, individuals will be identified as needing targeted provision and this usually come in the form of research based interventions. Individual TAs are trained on specific research based interventions. This ensures we have a range of interventions to support children's literacy and numeracy skills, as well as their social and emotional development.

At St John's, the main areas we are working on include:

- language and communication skills
- understanding in numeracy
- developing positive self-esteem and high aspirations
- developing social skills.

Challenges

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

Challenge number	Detail of challenge
1	Slow progress and low prior attainment: A significant proportion of Pupil Premium children/ disadvantaged children generally come into our school with low prior attainment, especially in the areas of language, communication, English and maths and make slower progress in our school.
2	Our assessments and observations indicate that disadvantaged pupils frequently have additional needs that further impact their learning e.g. Special Educational Needs and Disabilities (SEND) or Adverse Childhood Experiences (ACES). This has resulted in significant gaps leading to pupils falling further being age related expectations both emotionally and academically.
3	The weekly monitoring that Designated Safeguarding Leads do of referrals from staff indicates that there are increased social and emotional needs of children and families. Children present with high levels of anxiety, lack of engagement in school and a lack of a sense of belonging. Pupils and their families have a range of medical and mental health issues

4	Our disadvantaged pupils' families tend to be less engaged with school e.g. do not attend parent meetings, read less with their children at home, children do not attend clubs or school events. Our strategy aims to support families on low income or with disadvantage to ensure pupils do not miss out on learning opportunities and fully engage in the broad curriculum we offer e.g. trips, arts opportunities, support with swimming lessons and the basics needed for learning e.g. pencil case items.

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
1	**Progress:** through high-quality teaching and accurate assessment, all children who qualify for Pupil Premium funding make at least Expected progress within the academic year.	- all teachers begin to use the approaches from ***Steplab*** so class routines are consistent -all children who qualify for Pupil Premium funding are tracked and make **at least Expected progress** September 2025-July 2026. -**Pupil Progress Meetings** each term highlight any not making this progress and steps are taken to address this -pupils in Yr 5/6 Intervention Class for English and Maths make good progress from baseline against individual targets
2	Children who qualify for Pupil Premium funding and have SEND: closing the gap	-All Individual Support Plans (ISPs) are reviewed each term and shared with parents/carers. Book Looks evidence targets are being addressed. -**Specific interventions** (Phonics; Reading; Number) show impact, measured from Baseline
3	Safeguarding and Mental Health	-Designated Safeguarding Leads have time and supervision to address needs and support families - mental health support secured for specific groups/individuals, resulting in better resilience
4	Pupil/family engagement	-Attendance at Parents' Consultation Evenings increases overall, and parents/carers of those children who qualify for Pupil Premium funding all attend -All children in Yrs 3,4 & 5 engage in Delight in Dance (Yrs 3&4) and Delight in Shakespeare (Yr 5) -Families who trigger Pupil Premium funding are offered discounts for swimming and residentials (Yrs 4 and 6) -Forest School afternoons are offered to all for enrichment

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: £21, 874

Activity	Evidence that supports this approach	Challenge number(s) addressed
Steplab training: a complete professional development (PD) platform designed for schools, providing evidence-informed tools and resources to support teachers and staff in improving their teaching practices.	**EEF Guide to the Pupil Premium** states: **High quality teaching** should be a top priority for Pupil Premium spending. Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is key.	1, 2
ELS Subscription and resources.	Our phonics scheme needs to be taught with complete fidelity and consistency	1, 2
Teachers to have training in teaching handwriting and spelling to support language and communication (Ruth Miskin Literacy and Read, Write, Inc Spelling Programme)	We know from our data that our children find communication difficult; spelling and handwriting are barriers to them achieving the Expected level in Writing, which is our weakest data set.	1, 2
A proportion of Inclusion Leader time to monitor teaching, track pupil progress of vulnerable groups, coach teaching staff and liaise with parents/carers	**EEF Guide to the Pupil Premium** highlights the importance of developing high-quality teaching and assessment, as well as coaching/mentoring	1, 2
HLTA training	This relates to the need for high-quality teaching and our Relational Approach, so that classes are usually covered by staff who the children know well.	

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

Budgeted cost: £35, 038

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide small group in mathematics for children in Years 5 and 6 who are not on track to be 'expected' by the end of the phase. Train a teaching assistant in '1st Class Number' to carry out specific intervention programme	The EEF guidance states that a +4 month gain can be made from small group tuition. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition. Our own data shows gains of up to 9 months.	1
Nessy literacy support- a structured, digital literacy intervention program designed to assist students, particularly those with dyslexia and related literacy difficulties.	It delivers systematic instruction in phonics, reading, spelling, and writing through sequenced activities, games, and lessons.	1,2
Additional phonics sessions targets at disadvantaged pupils who require further phonics support in KS1 & KS2 (3x sessions a week and 4 adults delivering this across the school)	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1,2

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

Budgeted cost: £48, 891

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintain two teaching assistants as ELSAs, provide supervision for them and protected timetabled time to complete the work.	A range of evaluations of the ELSA programme have clear benefits to pupil wellbeing and engagement in future academic learning https://www.elsanetwork.org/elsa-network/evaluation-reports/	3
Retention of the role of HSLW who is Thrive practitioner and DSL; this includes training, subscription for THRIVE license, supervision	A key part of home school link worker's role is parental engagement. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	3,4
Engage children in enrichment opportunities e.g. Delight in Dance, Delight in Shakespeare and class trips/ residentials/ swimming lessons/Forest School all of which have been proven to increase attendance and engagement particularly for school refusers.	Enrichment opportunities can engage children in school life and develop a sense of belonging. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	4

Total budgeted cost: £105, 803

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 2025-2026 academic year.

Progress Autumn 2025-Summer 2026 for pupils who trigger Pupil Premium Funding:

	Reading: Expected Progress	Reading: above Expected Progress	Writing: Expected Progress	Writing: above Expected Progress	Maths: Expected Progress	Maths: above Expected Progress
Yr R	64%	18%	73%	9%	64%	36%
Yr 1	30%		70%		60%	
Yr 2	83%		67%	33%	67%	33%
Yr 3	56%	22%	78%	22%	78%	22%
Yr 4	67%	24%	75%	17%	75%	17%
Yr 5	43%	57%	64%	36%	64%	36%
Yr 6	92%		83%	8%	83%	8%

Specific interventions (1st Class Number; Number Sense) showed an increase in data for each participant using the Sandwell Assessment.

Steplab: all teachers adopted the Managing Behaviour steps agreed by the school, evidenced in lesson observations and learning walks. Further worked is planned for 2026/27, starting with the 'Create Culture' series of steps.

All pupils on the SEND register had Individual Support Plans which were written and reviewed by their teacher each term, with support from the SENCO. The SEND register is reviewed each term.

We changed the format of Pupil Progress Meetings in the summer term to focus more on next steps to help children overcome any barriers identified. This work will be ongoing.

As a school, we worked well with the Mental Health Support Team and our Yr 4 children completed the 'Brain Buddies' programme, which led to increased resilience to learning in class. This work is ongoing-further worked planned for 2026/27.

In Reception, 64% of Pupil Premium children attained a 'good level of development' GLD which is reflective of the needs of the cohort.

For end of Key Stage One 33% of Pupil Premium pupils were Expected in Reading and 17% Greater Depth; 33% Expected and 17% Greater Depth in Writing; and 50% Expected and 17% Greater Depth in Maths. This is reflective of the needs of the cohort.

In Key Stage Two for Pupil Premium pupils, 42% achieved Expected and 25% Greater Depth in Reading; 50% achieved Expected and 8% Greater Depth in Writing; and 67% achieved Expected in Maths.

44% of pupils in Yr 1 who trigger Pupil Premium funding met the threshold for Phonics Screening Check.

All children participated in the Delight Arts Programmes in Yrs 3-5, with 3 children who trigger Pupil Premium funding tracked from each class in terms of engagement. Performances were well-attended, so each child had a special person in the audience. This gave all of our pupils a significant experience.

All Pupil Premium children who wanted to join the residentials in Yr 4 and Yr 6 were supported to.

Externally provided programmes

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
ELS	Oxford University Press
Read, Write, Inc Spelling Programme	Ruth Miskin Literacy