

# Pupil premium strategy statement St John's CE Primary 2025 - 2026

This statement details our school's use of pupil premium funding for the 2025 - 2026 academic year 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 (Rec – Year 6)	Autumn '25 census: 413 Autumn '24 census: 422 (Autumn '23 census 417)
Proportion (%) of pupil premium eligible pupils	Autumn '24 census: 44% (Autumn '23 census 41%)
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	July 2026
Statement authorised by	Trustees
Pupil premium lead	Naomi Hedges
Governor / Trustee lead	Rev Toby Crowe

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£283,305 (187 chn @ £1,515 )
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

# Part A: Pupil premium strategy plan

## Statement of intent

St John's is a Church of England primary school where every child is welcomed, valued and loved. The school's purpose is to serve the community of Sparkhill by providing each child with the education they need to flourish and each family the support they need to thrive. Our intention then, is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. This is reflected in the commitment to implementing high quality CPD and resources using in evidence-based approaches. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Targeted academic support will be used to support areas which we have identified as having the greatest need e.g. communication and language, Literacy and Numeracy. Investment in resources and teaching approaches will take into consideration the school's high numbers of disadvantaged children who are EAL and the growing number of children at our school who are disadvantaged and have SEND.

We are also aware that the SEMH and behavioural needs of our children has a huge impact on their ability to learn and our approach is to meet the needs of the children and their families, extending beyond the day to day classroom teaching. Many of our disadvantaged children also face wider challenges: lack of enrichment opportunities and life experiences, attendance, home issues connected to lack of income (housing, food, clothing) and our strategy aims to put support in place so that these needs are met. We will also consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

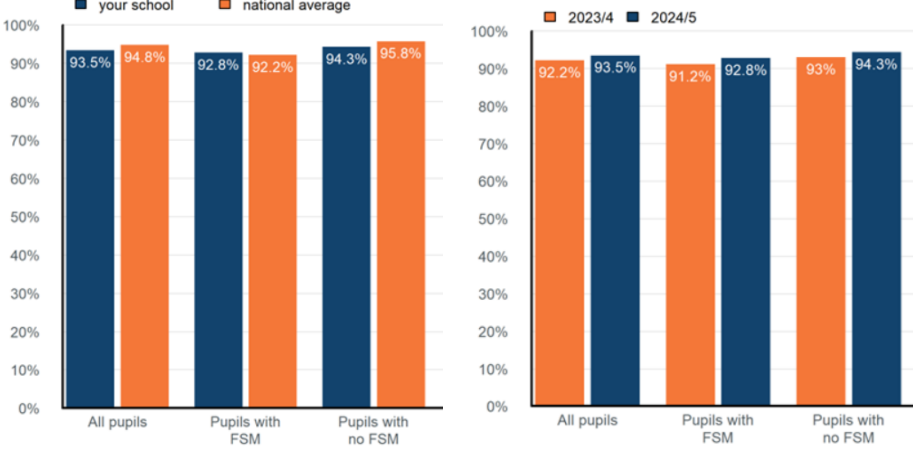
- ensure disadvantaged pupils are challenged in the work that they're set

- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped <b>oral language</b> skills and vocabulary gaps among many disadvantaged pupils. For EAL children, this includes in their home language. This impacts on the standard of <b>writing</b> . These are evident from EYFS through to KS2.
2	Assessments, observations, and discussions with pupils have shown that where disadvantaged pupils have greater difficulties with <b>phonics</b> , this negatively impacts their development as readers further up the school.
3	Internal and external (where available) assessments indicate that <b>maths, reading and writing</b> attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
4	Increased mobility of our cohorts affects the consistency in learning (gaps). This is impacted further through more children coming to school working within band A/B on the <b>EAL</b> Assessment Framework (where previously children were operating at C/D)
5	<p>Our observations and discussions with pupils and families have identified increased social and emotional issues for many pupils, and a lack of enrichment opportunities due to financial constraints or lack of knowledge about what is out there. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support to our <b>Nurture</b> Team continue to increase. Our cpoms incident records also shows a marked increase in children living in homes where parents are struggling with mental health issues or who are living with DA. Of all the cases which are known to us, many of the children are our disadvantaged pupils.</p> <p>The number of children in receipt of PP have risen each year. By the end of 22/23, they stood at 39%, 23/24 was 45.3% and by the end of 24/25 the school was at 55.9%.</p>

6	<p>Our <b>attendance</b> data shows that disadvantaged pupils' attendance is slightly below than for non-disadvantaged pupils, however non disadvantaged are still below national. For both groups therefore, attendance is an issue and the impact of not being in school may exacerbate issues for disadvantaged pupils.</p>  <table border="1" data-bbox="391 436 1308 884"> <caption>Attendance Data Comparison</caption> <thead> <tr> <th>Group</th> <th>Year</th> <th>Attendance (%)</th> </tr> </thead> <tbody> <tr> <td rowspan="2">All pupils</td> <td>your school</td> <td>93.5%</td> </tr> <tr> <td>national average</td> <td>94.8%</td> </tr> <tr> <td rowspan="2">Pupils with FSM</td> <td>your school</td> <td>92.8%</td> </tr> <tr> <td>national average</td> <td>92.2%</td> </tr> <tr> <td rowspan="2">Pupils with no FSM</td> <td>your school</td> <td>94.3%</td> </tr> <tr> <td>national average</td> <td>95.8%</td> </tr> <tr> <td rowspan="2">All pupils</td> <td>2023/4</td> <td>92.2%</td> </tr> <tr> <td>2024/5</td> <td>93.5%</td> </tr> <tr> <td rowspan="2">Pupils with FSM</td> <td>2023/4</td> <td>91.2%</td> </tr> <tr> <td>2024/5</td> <td>92.8%</td> </tr> <tr> <td rowspan="2">Pupils with no FSM</td> <td>2023/4</td> <td>93%</td> </tr> <tr> <td>2024/5</td> <td>94.3%</td> </tr> </tbody> </table>	Group	Year	Attendance (%)	All pupils	your school	93.5%	national average	94.8%	Pupils with FSM	your school	92.8%	national average	92.2%	Pupils with no FSM	your school	94.3%	national average	95.8%	All pupils	2023/4	92.2%	2024/5	93.5%	Pupils with FSM	2023/4	91.2%	2024/5	92.8%	Pupils with no FSM	2023/4	93%	2024/5	94.3%
Group	Year	Attendance (%)																																
All pupils	your school	93.5%																																
	national average	94.8%																																
Pupils with FSM	your school	92.8%																																
	national average	92.2%																																
Pupils with no FSM	your school	94.3%																																
	national average	95.8%																																
All pupils	2023/4	92.2%																																
	2024/5	93.5%																																
Pupils with FSM	2023/4	91.2%																																
	2024/5	92.8%																																
Pupils with no FSM	2023/4	93%																																
	2024/5	94.3%																																
7	<p>We are noticing an increase in mobility compared with pre-Covid levels. (2018 intake was 95% 'homegrown'. 2024 was 89%. Last year's year 6 was 75%). In addition to this, families are moving out of the area and a drop in birth rate, and increased spaces in other schools as a result means that our waiting lists are shorter, and our spaces are often filled by children who have arrived recently into the country. Many of these families come us as NRPF and are new to English. We are also finding that children are joining in KS2 with significant, undiagnosed SEND needs.</p> <p>In 2025/26, 7 children have started in the first half of Autumn Term.</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 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.
Improved writing attainment among disadvantaged pupils.	Cohort specific data will show a narrowing of the gap between disadvantaged and non in writing outcomes. This will mean that by 2028/9

	the visible gap seen in EYFS/KS1 will have narrowed by the end of Year 6.
Improved reading attainment among disadvantaged pupils.	Cohort specific data will show a narrowing of the gap between disadvantaged and non in reading outcomes. This will mean that by 2028/9 the visible gap seen in EYFS/KS1 will have narrowed by the end of Year 6.
Improved maths attainment for disadvantaged pupils at the end of KS2.	Cohort specific data will show a narrowing of the gap between disadvantaged and non in maths outcomes. This will mean that by 2028/9 the visible gap seen in EYFS/KS1 will have narrowed by the end of Year 6.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2028/29 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from pupil voice, student and parent surveys and teacher observations</li> <li>• an increase in participation in enrichment activities, particularly among disadvantaged pupils</li> <li>• Children who enter Nurture provision will exit after successful intervention</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2028/29 demonstrated by: <ul style="list-style-type: none"> <li>• the overall attendance rate of 96%</li> <li>the percentage of all pupils who are persistently absent down to 10%</li> </ul>

## 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: £87,033

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

<p>Purchase of standardised diagnostic assessments. (NFER and Smartgrade for maths)</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	<p>1, 2, 3, 4</p>
<p>TLR responsibility for an English leader with a focus on closing the attainment gap in reading and writing.</p> <p>AHT post in place for Early reading to sustain phonics attainment and embed early reading strategies.</p> <p>Capacity built into staffing structure to have expert phonics teachers to train staff.</p> <p>Ongoing training for Little wandle across school (and for new starters)</p> <p>Training for staff about quality first teaching in English in order to support disadvantaged children (to include whole class reading strategies, teaching of SPAG and handwriting, developments in new writing framework).</p>	<p>EEF guidance suggests seven practical, evidence-based recommendations that are relevant to all pupils, and particularly to those struggling with their literacy.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p> <p>Guidance from four guidance reports that the EEF has produced on the theme of language and literacy.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p> <p>EEF guidance on how to teach reading strategies</p> <p><a href="https://www.gov.uk/government/publications/the-writing-framework">https://www.gov.uk/government/publications/the-writing-framework</a></p> <p>Guidance from the DfE on the new writing framework.</p> <p><a href="https://www.gov.uk/government/publications/the-writing-framework">https://www.gov.uk/government/publications/the-writing-framework</a></p>	<p>1, 2, 4</p>
<p>TLR responsibility for a Maths leader with a focus on closing the attainment gap in maths.</p> <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	<p>3</p>

<p>access Ark Mastery Maths training, Mastering Number programme and CPD (including Teaching for Mastery training).</p> <p>Additional TA in EYFS to support communication interventions (costed in next section)</p>		
<p>SLT released from teaching commitment in order to support ECTs with planning, team-teaching, assessment, behaviour and classroom management activities.</p> <p>All ECTs also receive an additional 40 min planning slot or training slot each week to address key issues that may arise.</p>	<p>Provider is NIOT. They are supportive and step-led programme which embeds learning. Giving new staff time with experienced teachers gives opportunities to develop professionally. The EEF have endorsed the use of the ECT framework to give new teachers the best start.</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/978358/Early-Career_Framework_April_2021.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/978358/Early-Career_Framework_April_2021.pdf</a></p>	<p>1, 2, 3, 4,</p>
<p>Professional development of staff through:  Embed Thinking schools (training delivered by CEO)  AHT post for 'Teaching and Learning'. 3 days out of class to support and drive initiative.  All subject leaders to have external CPD and to join network  Subject leaders to be released to monitor and support other staff.  SLT to offer additional training outside of weekly INSET which is specific to staff needs  Beacon Behaviour 360  Specific CPD for Nurture team e.g. bereavement, parental conflict, children of DV, toolkits (anger management, ADHD impulsivity, anxiety) etc</p>	<p>EEF – effective professional development recommendations</p> <ol style="list-style-type: none"> <li>a) Build knowledge</li> <li>b) Motivate staff</li> <li>c) Develop teaching techniques</li> <li>d) Embedding practice</li> </ol> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/ee-f-guidance-reports/effective-professional-development/EEF-Effective-PD-Recommendations-Poster.pdf?v=1669896383">https://d2tic4wvo1iusb.cloudfront.net/ee-f-guidance-reports/effective-professional-development/EEF-Effective-PD-Recommendations-Poster.pdf?v=1669896383</a></p>	<p>1, 2, 3, 4</p>

<b>Teaching</b>	<b>Cost</b>
NFER	£1,235
Smartgrade + copying paper	£1,750
English TLR	£5,870
Maths TLR	£5,870
Thinking schools training & resources	£2,000
CPD for each subject leader (1 day each)	£2,000
CPD for Nurture team	£750
Release time for subject leads (1/2 day month, 1 day CPD)	£3,750
1 day a week 'Teaching and Learning' AHT post to train and support	£17,587
1 day a week 'Early read' release for phonics training and assessment	£17,587
1.5 days a week AHTs release for ECT support (3 ECTS)	£26,381
CPD - training Key subscription	£2,253
	<b>£87,033</b>

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

Budgeted cost: £ 94,028

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>Initiatives to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills: Welcomm, Rainbow groups, Shrec.</p> <p>Targeted reading aloud and book discussion with young children; explicitly extending</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 4

<p>pupils' spoken vocabulary; the use of structured questioning to develop reading comprehension.</p> <p>Additional TA in EYFS.</p>		
<p>Reading Plus</p> <p>Reading Planet to support children reading at home where they might lack access to appropriate books</p> <p>Whole class reading approach introduced Sept '24 and rolled out in KS2.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p>Reading Plus is an online tool that supports children to increase their speed and accuracy in reading. We have used it to target higher ability disadvantaged children and support them to reach their targets.</p> <p>Lexia is being used across KS2 to increase progress in lower ability children who are working below. This is an EEF supported programme (50 licenses free for 3 years through DLP funding)</p>	4
<p>Additional phonics and reading keep up sessions targeted at disadvantaged pupils who require further reading support.</p> <p>L2 TA Reading support across KS1</p> <p>Regular training and interventions from AHT for early reading (1 day a week)</p> <p>Support from Little Sutton Hub (25/26 3<sup>rd</sup> Year)</p>	<p>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:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2
<p>HLTA to deliver tuition groups for 3 days a week (starting end of Autumn Term)</p> <p>SLT to deliver before/ after school/ lunchtime interventions.</p> <p>Intervention toolkits purchased to support individual needs: Shine,</p>	<p>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:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	4

Dyslexia Gold, Precision teaching, Word Wasp, Ready to Progress, Welcomm, Little Wandle & subscriptions to programmes which can support children at home e.g. ttrackstars/numbots		
---	--	--

<b>Targeted academic support</b>	
3 days TA tuition	£20,166
Additional TA EYFS (agency)	£26,874
SLT tuition (1 hour a week, AHT x2)	£3,376
2 Additional TAs in EYFS/Year 1 5x days a week	£25,676
Little wandle subscription and resources	£1,360
Maths mastery subscription and resources	£3,020
Reading Plus solutions	£3,885
Reading books for whole class reading	£6,480
CGP books	£600
Lexia (DLP funded)	£0
Homework support subscriptions: ttrackstars/numbot, literacy shed, padlet, spelling shed etc	£2,591
	<b>£94,028</b>

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

Budgeted cost: £ 111,372

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed Nurture approaches across the school, including a full time nurture assistant, a new AHT post with responsibility for Pastoral, a Nurture room, quiet spaces throughout the school, free toast for all of KS2, uniform provision, parental support, training on Nurture to all staff.</p> <p>Implementation of mhappyminds alongside the teaching of effective</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://www.eef.org.uk/media/1026/EEF_Social_and_Emotional_Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	5

<p>PSHER lessons each week. (free for 2 years, DLP funded)</p> <p>Attachment/ Trauma training for any new members of staff. Bronze award gained 22-23.</p> <p>Entry and exit assessments with SnapB. Investment in toolkits and interventions to support.</p>		
<p>Whole staff training on behaviour management and responding to particular behaviour issues which arise through Beacon Behaviour Consultants with the aim of developing our school ethos and improving behaviour across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="http://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	5
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>Attendance in school training course for attendance lead.</p> <p>Admin staff in charge of collating data and carrying out processes.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	6
<p>TA training + after school payment for this.</p>	<p>The EEF's "Making Better Use of TAs"</p>	
<p>Children and Families Support Coordinator to work with individuals/ small groups to improve wellbeing.</p>	<p>Children that are not in a position to focus cannot learn. Schools that invest in wellbeing support have children that do better.</p>	5, 6
<p>Enrichment: Ed visits and clubs- subsidise/ fund visits and all clubs so that finance is not a barrier to any child attending. Free music lessons in addition to music provided in curriculum. Opportunities for external visitors/ initiatives explored by subject champions. Where these are not free, school subsidises for PP e.g. pantomime.</p>	<p>Anecdotal evidence from several years of subsidies within school.</p>	1, 5, 6

<b>Wider strategies</b>	
Children and families co-ordinator	£33,456
Nurture assistant	£31,464
Subscription to SnapB	£450
Beacon behaviour + behaviour 360	£3,720
Myhappyminds (funded through DLP) & mhm+	£599
Educational Visits	£14,206
Music tuition (for electives)	£1,782
French club (PP offered as priority, fully funded club)	£1,560
Eco club (PP offered as priority, fully funded club)	£3,705
Football training coach - 3 days release in lieu	£689
Subsidised clubs + teacher/TA release in lieu	£4,000
Subsidised breakfast club (additional adult employed)	£4,398
Uniform	£250
Toast for KS2 and staff member to prepare	£8,252
Attendance team + training (1 am a week admin, 1 day a term AHT)_	£2,092
Subsidised pantomime	£750
	<b>£111,372</b>

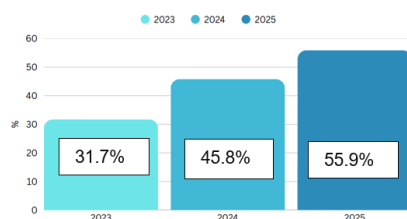
**Total budgeted cost: £ 292,433**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

By the end of July 2025, 55.9% of our children were eligible for PP funding (they were not in receipt as they had become eligible after census – however we have tracked them and put interventions and support in as if they have). Data is showing a steady rise in children in this group in the last few years.



As a result, some of the costings may have been higher than predicted on our forecast e.g. paying for school trips, but the school has been committed to providing for all eligible pupils.

### Whole school data

#### Headline Report

All Pupils (from 2024-2025)

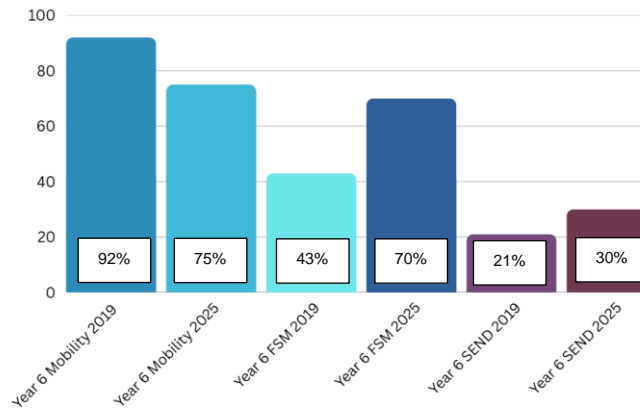
			2022-2023	2023-2024	2024-2025
			Summer 2	Summer 2	Summer 2
			% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher
Reading	Disadvantaged	Main Assessment	51%	60%	51%
	Not Disadvantaged	Main Assessment	42%	51%	55%
Writing	Disadvantaged	Main Assessment	44%	54%	50%
	Not Disadvantaged	Main Assessment	37%	51%	56%
Maths	Disadvantaged	Main Assessment	52%	61%	46%
	Not Disadvantaged	Main Assessment	42%	53%	55%

Reading % gap	-4%
Writing % gap	-6%
Maths % gap	-9%

Our whole school data, based on internal data, EYFSP and KS2 SATS shows that the gap between disadvantaged is still under 10%. In previous reports it had been decreasing gradually over time, however, in addition to an increase in children eligible for PP which affects the data as it is ever changing, the school is facing greater mobility. 12 children who were eligible for PP started in-year (Yr 1 – 6), many with no English. This accounts for 5% of our PP children. The weaker area of attainment is in maths which has dipped below 50% attainment. KS2 data has also highlighted that Reading and SPAG are weaker areas, for both disadvantaged and non-disadvantaged. This continues to be an area for development on the SIP.

When breaking down the data year by year, there is however an inconsistency between cohorts (see below for an example of how Year 6 has changed since pre-Covid). The school demographic is changing and several things are impacting data: an increase in the number of children becoming eligible for FSM, an increase in SEND and in particular complex SEND needs, an increase in SEMH needs, an increase in mobility, an increased number of children starting school (particularly KS2) who are new to the country and have little or no English. Children who have been at our school consistently attain higher than those who join upper school. Children whose previous education was in a local school do better than those who have had to relocate within the country (these are usually emergency rehousing) or those from abroad (often have little or no English, or have had a different schooling experience and find it hard to

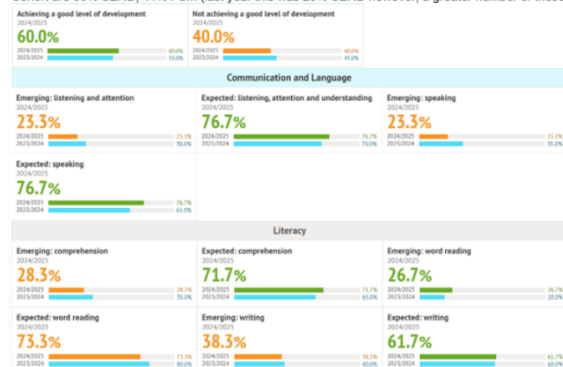
settle). The difference in attainment in each cohort is interpreted against the context for that particular cohort.



### Intended outcome for July 2025

Improved oral language skills and vocabulary among disadvantaged pupils.

**EYFS** – Have raised GLD from last year which was our target. The areas which impacted our GLD last year were communication and language, which consequently impacted on comprehension and writing. All of these areas have improved due to adaptations in the provision and interventions which are focused on developing comm& lang. Cohort are 30% SEND, 41% FSM (last year this was 20% SEND however, a greater number of these were pre-verbal)



### Success criteria

Eyfs/Year 1: Welcomm assessments, C&L interventions, implementation of EEF approved tools such as Shrec and ‘Five a day’ into continuous provision has shown an improvement in engagement levels, quality of language and is evidenced in the data for ELG in ‘Communication and Language’. There has also been a reduction from EYFS to Year 2 in the number of SEND children who are on the register for C&L. (add in %).

Our enhanced learning provisions, have been noted by the Sp&L team as having made a huge impact on the language development of the children. Those children assessed Outside SEND agencies have recommended St John’s as being a model for other schools to look at as a communication rich setting.

In the rest of the school, communication and language skills have been developed by using the EEF 5 a day strategies, using EEF approved schemes such as Ark Mastery Maths and developing the curriculum so that it is vocabulary rich and tiered vocabulary is relevant. Increased engagement in lessons

has been observed, children are transferring the tiered vocab into other areas of conversation.

**Improved writing attainment among disadvantaged pupils.**

**Headline Report**

Pupils (from 2024-2025) in Year 6

			YR	2024-2025
			Summer 2	Summer 2
			% of pupils Expected or higher	% of pupils Expected or higher
Writing	Disadvantaged	Main Assessment	39%	
		EYFSP	52%	
		SAT Scaled Score		64%
Not Disadvantaged		Main Assessment	50%	
		EYFSP	63%	
		SAT Scaled Score		75%

Whole school data: 

Writing % gap	-6%
---------------	-----

The gap between disadvantaged and non has remained at 11% from when the Year 6 cohort was in Reception. National data for Year 6 2024: 19% gap  
However, attainment for all children (regardless of PP/ non) has risen by 12% which would suggest that effective teaching has been in place for all children.

**Improved reading attainment among disadvantaged pupils.**

**Headline Report**

Pupils (from 2024-2025) in Year 6

			YR	2024-2025
			Summer 2	Summer 2
			% of pupils Expected or higher	% of pupils Expected or higher
Reading	Disadvantaged	Main Assessment	39%	
		EYFSP	52%	
		SAT Scaled Score		55%
Not Disadvantaged		Main Assessment	50%	
		EYFSP	63%	
		SAT Scaled Score		69%

Whole school data: 

Reading % gap	-4%
---------------	-----

The gap between disadvantaged and non is 14%, compared to 11% when the Year 6 cohort was in Reception. National data for Year 6 2024: 17% gap  
NB: Only 14 of the 44 PP children in Year 6 were PP in reception. 12 of the PP children have joined school in-year.

**Improved maths attainment for disadvantaged pupils at the end of KS2.**

National data for Year 6 2024: 20% gap

**Headline Report**

Pupils (from 2024-2025) in Year 6

			YR	2024-2025
			Summer 2	Summer 2
			% of pupils Expected or higher	% of pupils Expected or higher
Maths	Disadvantaged	Main Assessment	27%	
		EYFSP	50%	
		SAT Scaled Score		61%
Not Disadvantaged		Main Assessment	44%	
		EYFSP	63%	
		SAT Scaled Score		75%

Whole school data: 

Maths % gap	-9%
-------------	-----

MTC gap =none. Both groups have an average of 24 points.

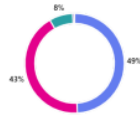
The gap between disadvantaged and non is similar to that of when the Year 6 cohort was in Reception at 14%  
National data for Year 6 2024: 20% gap  
Attainment has risen around 11% for both groups which would suggest that effective teaching has been in place for all children.

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

Parent feedback supports our vision that we improve the mental health and well-being of our children.  
Pastoral team have noted that through myhappy minds, children are talking about their dysregulation using terms which show a knowledge of how their brain works.

13. The school helps my child with their mental health and well being

- Strongly agree 83
- Agree 72
- Neither agree or disagree 13
- Disagree 1
- Strongly disagree 0



14. Which areas could this school do to help your child's mental health and wellbeing?

Term-on-Term Comparison	
Term	Total Incidents
Autumn Term	356
Spring Term	265
Summer Term	166

- Autumn art and craft
  - Autumn Dance club
  - Autumn Eco club
  - Autumn football club
  - Autumn French club
  - Autumn Multiports
  - Spring Dance
  - Spring Eco
  - Spring football 556
  - Spring football club 3&4
  - Spring French club
  - Summer Art
  - Summer cricket
  - Summer dance
  - Summer eco
  - Summer football
  - Summer French
  - Summer multiports
  - Summer streetdance
- = free to all
- All year:**
- Girls' football team
  - Boys' football team

	Autumn	Spring	Summer
Number attending a club NB - some attend more than one club - this is the number of children over all who access clubs	90	89	90
Gender Male%: Female%	50:50	47:53	52:48
FSM	62%	55%	56%
SEN	18%	22%	20%

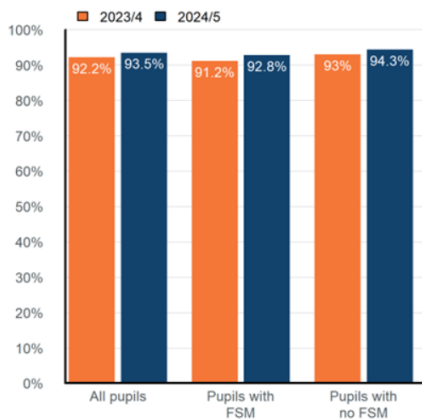
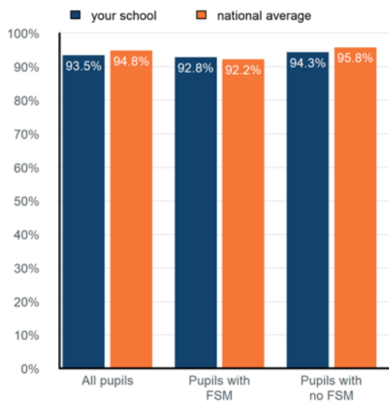
Whole school %	
Gender	51:49
FSM	57.9
SEND	26%

Children are now able to name strategies they can use to regulate.

The number of children at risk of exclusion has dropped. Children who had previously been at risk are now accessing the classroom full time. How long children access nurture provision for, and in what capacity varies from child to child but there are clear assessment procedures in place to track this.

Attendance at clubs has increased where clubs have been made free. 57.9% of the attendees were FSM. We are moving to all clubs free in 2025/26 to increase attendance further.

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.



Attendance for PP children is still slightly above the national PP children %. There has also been an increase since the previous year due to the measures being put in place.

## Externally provided programmes which have been accessed 2022 - 2025

Programme	Provider	
Behaviour 360 + Behaviour consultancy	Beacon	2022 - present
Bouncing Statistics mentoring programme	Bouncing Statistics	2022-2023
National College subscription	National College	2022-2023
The Key subscription	The Key	2022 - present
Attachment Training	Jennifer Nock Training and Consultancy	2022 – present
Ark Ambition (ECTs)	Ark	2022 - present
Espresso	Discovery Education	2022 - 2023
Staff training	Services for Education	2022 - present
Staff training	The Key	2023 - present
Curriculum leads training	BEP	2023 - present
Ark Maths Mastery & Ready to Progress	Ark Maths Mastery	2023 - present
Reading Plus	Reading Plus	2022-present
Shine Interventions	Hodder Education	2022 - present
Attendance training	BEP	2022- present
Little Wandle training and support	Little Wandle revised letters and sounds/ Little Sutton Hub	2023 - present
Mastering number	NCTEM	2023 - present
WellComm	GL assessments	2022 - present
Thinking schools	Thinking matters	2024 - present
Star (ECTs)	NIOT	2024 - present
PINS project		2024 - present
Myhappyminds	Myhappyminds	2024 - present
SEND training	PSS	2022 - present
Helping hands	B'ham and Solihull women's aid	2024 - present
Precious lives	WM police	2024 - present