

Pupil premium strategy statement - St John's Stonefold CE Primary School

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 (Census)	113
Proportion (%) of pupil premium eligible pupils	24 (21.2%)
Academic year/years that our current pupil premium strategy plan covers	2025-26
Date this statement was published	November 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Paul Burns
Pupil premium lead	Paul Burns
Governor / Trustee lead	Shirley Adams (CoG)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,875
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ NA
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>	£37,875

Part A: Pupil premium strategy plan

Statement of intent

St John's Stonefold is committed to ensuring that all pupils, irrespective of their background, or the challenges they face, have equal opportunity to make good progress and achieve high attainment across the curriculum. The focus for our Pupil Premium Strategy is to support disadvantaged pupils to achieve that goal, including those who struggle educationally and those who are already high attainers.

We regularly review and consider the challenges faced by pupils who are pupil premium, including those who have a social worker and/or are supported by the Children and Family Wellbeing service. The actions we have planned in this statement intend to support their needs, regardless of whether they are disadvantaged or not.

As a school, we are focussed on providing high-quality first teaching, with a focus on areas in which disadvantaged pupils require the most support. The aim is to close the disadvantaged attainment gap but will ultimately benefit all pupils in school. The intention of this strategy and the actions within it are to ensure that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will take into account the common challenges and individual needs of pupils indicated in our robust assessment systems and not through assumptions made on the impact of being disadvantaged. Our aim is to ensure that our actions help pupils to excel across the curriculum. We will do this by ensuring:

- Disadvantaged pupils are challenged in the work that they are set
- School acts early to intervene at the point where challenges are identified
- We regularly review the impact of actions taken and any emerging needs of our pupils
- A whole school approach, bought into by all staff, raises expectations and outcomes for disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments, observations and discussions with parents and pupils have identified the need for social and emotional support for PPG and PPG+ children. These challenges have a direct impact on the ability of pupils to access learning and affects their attainment.
2	Assessment data indicates that disadvantaged pupils generally have greater difficulties with phonics and writing than their peers. This negatively impacts their development as readers. Needs continue after fluency due to limited vocabulary and experience of some pupils.
3	Increased numbers of pupils with SEND, with more also being eligible for FSM than their non-SEND peers, requires staff training and support to ensure achievement for all pupils.
4	Discussions with parents and pupils have indicated that our disadvantaged pupils have less opportunities to experience extra-curricular activities that stimulate learning and boost attainment and progress within school.
5	Improve attendance and reduce persistent absence among disadvantaged pupils.

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
Challenge 1 – To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a reduction of incidents on CPOMS linked to mental health • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
Challenge 2 – PPG children progress and attainment measures are in line with their peers	Termly progress and attainment monitoring shows diminishing difference between disadvantages pupils and their

PPG children are fully supported through additional support staff available to intervene for all aspects of school life PPG children are supported in all lessons	peers. GLD, Phonics, KS1 and KS2 data shows diminished difference from 2024/25. Any gaps identified are closed through effective intervention to ensure they attain at least ARE.
Challenge 3 – Success for pupils with SEND Support in lessons with bespoke TA support to ensure success. Additional support for SEN who also have PPG identified.	Individual assessment, where needed, shows progress against personal targets. Observations and attainment monitoring shows decreasing number of pupils working 'below' their year group ARE. PPG children are happy in school, attend well, are fully involved in the life of the school and attain in line with their peers.
Challenge 4 – Curriculum is brought to life with additional resources and visitors to school. Children experience varied learning opportunities and experiences. Provide a bespoke curriculum including a wide range of enrichment opportunities to broaden experiences and aspirations of all children including those eligible for PP.	PPG children are engaged and inspired to do their best. They aspire to know more, learn more and do more. They produce high quality work from first hand experiences PPG children are supported with cost of additional trips, etc Increased offer of, and participation in enrichment activities, particularly among disadvantaged pupils.
Challenge 5 – Improve attendance and reduce persistent absence among disadvantaged pupils.	Overall attendance for disadvantaged pupils is at least 95% by July 2026. Persistent absence (attendance below 90%) for disadvantaged pupils reduced from 13.7% to below 10%. Termly monitoring shows a positive trend toward these targets. Engagement strategies (parent meetings, incentives, early intervention) documented and evaluated.

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: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Each class has consistent support each day with experienced staff. Support for both social/emotional and educational aspects of development.</p> <p>Use a systematic phonics scheme that includes daily phonics lessons with trained staff</p> <p>Foster a love of reading by immersing the children in high-quality texts and providing opportunities for shared reading and writing across the curriculum.</p> <p>Adopt a multi-sensory approach to teaching to enhance engagement and understanding (visual aids, hands on activities and auditory instructions)</p> <p>Develop a system of regular feedback and assessment</p>	<p>Children are able to achieve differentiated learning objectives in lessons through additional support and high-quality teaching and learning opportunities.</p> <p>Emotional support each day to ensure all children have success and are keen to learn</p> <p>Trained staff will ensure the delivery of high-quality phonics instruction across EYFS and KS1 and will significantly improve literacy outcomes.</p> <p>Developing a love of reading and providing high-quality texts can enhance engagement and motivation.</p> <p>Access to multi-sensory approaches will help to cater for different learning preferences and enhance engagement and understanding.</p> <p>Regular assessment and feedback will allow pupils to reflect on their own learning and understand their progress (should include self-assessment opportunities).</p>	1,2,3

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

Budgeted cost: £11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted support in class with interventions facilitated by teachers and support staff.</p> <p>Equality for all – systems in class identify key learners and provide additional support</p>	<p>Data tracking and analysis for key groups of children including measuring PPG against Non PPG children to compare progress and attainment</p> <p>Interventions to break down barriers and close the gaps</p> <p>SEN/PPG children are fully supported in class and have additional learning opportunities with their peers</p>	1,2,3

<p>Support time with identified support staff (1:1 and small group)</p> <p>Implement early, small group intervention strategies to identify and support children facing barriers to learning as soon as they arise.</p> <p>Individualised support plans</p> <p>Ensure that teaching assistants are well-trained to support children who are disadvantaged/SEND</p>	<p>Support plans ensure that children receive tailored interventions that address their unique challenges.</p> <p>Teaching assistants are utilised effectively to support specific needs of children in their care</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£1,875**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Subsidised trips, after school activities and visitors to school to build a creative and enhanced curriculum</p> <p>Develop whole school ethos that prioritises social and emotional well-being including worship on empathy and respect.</p> <p>Access to external support services to provide additional support for children facing significant emotional challenges.</p> <p>Access to technology ensuring that all children have learning resources available to bridge gaps in learning</p>	<p>High quality wider curriculum experiences planned across school, the impact is seen in follow up work and the motivation and enthusiasm of the children as a result ensuring we 'nurture and grow together'</p> <p>Collaboration with local clubs and organisations will help to provide children with access to extracurricular activities outside of school. This is aided by a calendar of extra-curricular activities which are available for all interests, ages and abilities. This will be monitored and adjusted based on data.</p> <p>Visitors, resources and wider learning opportunities, including trips, enhance the curriculum provision and is affordable.</p> <p>Having a culture of high expectations and aspirations for all children is essential alongside ensuring that disadvantaged pupils are encouraged to take leadership roles within school.</p>	1,4

	Access to technology helps to bridge gaps in learning and provide additional support for disadvantaged pupils.	
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Total budgeted cost: £ 37,875

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

PPG Outcomes at Year End (internal data)

PPG numbers vary class to class, please note small numbers in some cohorts:

	PPG (Age related and above)				
Year	No of Chn	Reading	Writing	Maths	GLD
R	3	100%	100%	100%	50%
1	3	67%	33%	67%	
2	3	50%	50%	50%	
3	3	33%	33%	0%	
4	7	57%	43%	14%	
5	4	50%	0%	0%	
6	5	60%	60%	80%	

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).

- The data shows that in the **Year 1 phonics screening**, disadvantaged pupils performed below non-disadvantaged pupils (50% vs 62.5%), and this gap persisted in the **Year 2 recheck**, where both groups achieved 50%. Overall phonics performance for all pupils declined compared to previous years (60% in Y1, 50% in Y2), remaining below Lancashire and national averages.

- In **EYFSP**, the school achieved 66.7% GLD, slightly above Lancashire (64.2%) but below national (68.3%). Girls significantly outperformed boys (100% vs 33.3%), highlighting a gender gap. Average ELGs at expected level were 14.6, broadly in line with local and national figures.
- At **KS1**, results of disadvantaged children indicate mixed performance:
 - Reading: 25% at expected standard, 75% at greater depth.
 - Writing: 10% at expected, 60% at greater depth.
 - Maths: 20% at expected, 75% at greater depth.
 - Science: 15% at expected.
 Combined RWM was 60% at expected+, but disadvantaged pupils were notably behind in writing and maths compared to non-disadvantaged peers.
- **KS2 outcomes** improved overall:
 - Reading: 78.6% Exp+, Writing: 71.4%, Maths: 64.3%, GPS: 71.4%.
 - Combined RWM: 64.3%, still below Lancashire (72.5%) and national (81%).
 - High standard attainment remains limited (e.g., Reading HS 21.4%).
 Disadvantaged pupils continue to underperform across KS2 subjects, though gaps narrowed slightly compared to previous years.
- Additional analysis of **school data and observations** highlights some issues with attendance (13.7% persistent absence), behaviour, and wellbeing, which impact disadvantaged pupils disproportionately. Socio-economic indicators show the school serves a community with moderate deprivation (IMD percentile ~53).
- The evidence suggests targeted support remains essential, particularly for borderline pupils and those eligible for PPG, as they have potential for accelerated progress. Maintaining smaller classes and enhancing curriculum breadth are key priorities. Continued focus on phonics, writing, and combined RWM outcomes is critical to meet long-term goals.
- Based on current trends, while KS2 performance is improving, outcomes for disadvantaged pupils still fall short of expectations. However, the school remains on track to achieve strategic targets by 2026/27, as outlined in the Intended Outcomes section. Adjustments to the strategy plan and budget allocation have been made for this academic year, detailed in the Further Information section.

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

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- Developing an arts-based curriculum with a 2 year CPD program starting in the Autumn term 2025.
- Utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, and conversations with parents, students and teachers, in order to identify the challenges faced by disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.