Pupil premium strategy statement – St John's Primary Hoveton

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	211
Proportion (%) of pupil premium eligible pupils	45 pupils
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)**	2025/26
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Governors
Pupil premium lead	Rebecca Quinn
Governor / Trustee lead	Lorna Salmon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 68, 175
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*	£ 68,175

Part A: Pupil premium strategy plan

Statement of intent

We intend that pupils in receipt of pupil premium funding will achieve in line with their peers and achieve all round academic and social and emotional success.

We aim to enhance and enrich the lives of all our students by offering a wide and rich personal development programme available to all that provides language and knowledge.

Our pupils will want to attend school and be successful and will engage widely in all school life has to offer. Our pupils will be ready for the next stage of their educational journey- equipped with confidence and the ability to question and challenge.

We will work in partnership with home to ensure parents and families feel supported and the right money and support reaches the right children.

Challenges

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

Challenge number	Detail of challenge
1	Observations and assessment data suggest children in receipt of pupil premium often enter school with weaker communication and language skills compared to their peers.
2	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities and challenging family circumstances. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support remain high. Many pupils currently receive support through the pastoral team both 1:1 and small group. Many of our families also require support to manage agency involvement and additional services.
3	Observations and assessments show that disadvantaged pupils have lower attainment in reading than their peers- they often do not have as many opportunities to read widely and as such do not have the same rich wide vocabulary.

4	Our observations have shown that disadvantaged pupils do not have the same breadth of vocabulary and knowledge about topical current issues. This is often through a lack of exposure to experiences that enrich and widen their knowledge of the world
5	Our assessments and observations have shown that the attainment of PP children is lower than the Age Expected standard as a result of significant gaps in prior learning.
6.	Monitoring shows that pupils disadvantaged do not attend school as well as their peers and this in term impacts on their achievements.

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
Improve attendance to ensure pupils disadvantaged attend school 97% of the year.	Children will attend school 97% of the time. Families will engage with support services when offered
Ensure the right support at the right time for children requiring social and emotional support to ensure they are regulated and able to attend learning showing a readiness to learn Ensure families are supported to ensure they have the right services and are engaged	Referrals will be signposted and support provided quickly to those requiring it Children will move through intervention and outcome will see young person accessing learning
Ensure a broad and balanced personal development curriculum that provides a wealth of experiences for all children to access and that enrichment opportunities are engaged with	All children will access the wider experiences offered. Clubs, trips, residentials and visits will be available to all children with cost not prohibiting access Families will value this offer
All children will achieve well in Maths, English and phonics with pupils disadvantaged achieving at least age-related expectations or better	Disadvantaged pupils will achieve ARE or better than their peers in reading/writing/maths and phonics
Pupils early language will be assessed and intervention will be delivered by trained staff to ensure rapid progress	Pupils will not need SAL intervention beyond EYFS

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: £ *14,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD. *High Quality Teaching through input and PD led from English, maths and SEND coordinators.*	The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 *The most effective approach for raising the standards of all children is through the use of High-Quality teaching for pupils.*	5 3
Provide release time for Reading leads to monitor/coach and mentor all staff in phonics including providing regular training to all staff	Reading Framework and guidance document	3, 5
TA to complete Level 4 SAL training allowing high quality delivery and challenge from within team.	EEF	2

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

Budgeted cost: £ *24,500*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase additional books and resources to support the delivery of a story rich writing curriculum ensuring	Ofsted and writing Framework 25	3

all pupils have exposure to challenging texts and rich vocabulary.		
Provide small group tutoring for maths support to allow time to revisit approaches	EEF suggests 4+ months progress can be made when this is offered successfully.	5
Provide small group tutoring for English to allow time to revisit learning	EEF suggest 4+ months progress can be made when this is delivered successfully.	3
Provide one to one additional phonics tutoring to ensure secure grasp of phonics at KS1	EEF and Reading Framework	3
Welkom SAL intervention is used from Nursery to assess and support pupils with gaps in language	Ofsted report On average, oral language approaches have a high impact on pupil outcomes of 6 months+ additional progress- EEF	1
Support in lessons for small group pre-learning and coaching	EEF- 4+ months progress if support is deployed effectively	3.5
Re-purchase Primary News assembly tool to support vocabulary and wider knowledge of the world.	Observations show this is effective in developing a sense of curiosity about the world around them for low cost	4

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

Budgeted cost: £ 35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school approach to attendance using published guidance. Time for all staff to understand systems. Time to monitor and extra staff capacity within pastoral team to support families with attendance plans	Attendance guidance DFE 2024	6
Increase capacity and offer of well being	There is extensive evidence associating childhood social and	2

support/pastoral team- across Federation increase offer of trained professionals and specific interventions including time and space	emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving_Social_and_Emotional_ Learning in Primary Schools | EEF	
A wide personal development offer that is available to all including trips/residentials and events including an offer of Forest school to all children	EEF- suggests limited evidence to show academic impact however internal evidence and observations show children engage and feel part of the school community excited to learn alongside their peers positively.	4

Total budgeted cost: £ 73,500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attendance has improved and strategies were found to be effective in Ofsted inspection 25. However, attendance remains an issue for some pupils disadvantaged and remains a priority for the school.

The pastoral team has strengthened with more staff training last year and additional THRIVE trained staff. A Therapy dog was also used for additional experiences for pupils. Staff were lego therapy trained and this has been running effectively as an intervention. The pastoral team have been highly effective in working to reduce barriers to support families.

SAL interventions were delivered however capacity was stretched due to staff taking on different roles. All interventions were delivered and staff supported but this could be further improved next year.

Writing outcomes improved at the end of KS2- although a slight increase overall a complete review of the writing curriculum during 24/25 has led to a robust sequence of learning that focuses on foundational skills. We will be looking to maintain/monitor and see this develop in 25/26.

Pupils were supported heavily to attend additional experiences and to access a wide range of cultural experiences. This was noted by Ofsted 25 in the personal development of pupils.

Phonics outcomes at the end of Year 1 were very successful with all pupils attaining above National. Pupils disadvantaged also achieved above national. (Non PP-90% PP 83%)

Pupils in EYFS disadvantaged also attained at least ARE. (100%)

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