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	195
Proportion (%) of pupil premium eligible pupils	38 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)**	2026/27
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
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	£ 74,756.26
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*	£ 74,756.26

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	Observations shows pupils in receipt of Pupil premium are not always able to regulate their emotions as well as their peers leading to lower PSED levels on entry to school impacting on their access to learning at times and social interactions and behaviours.
6.	Monitoring shows that pupils disadvantaged do not attend school as well as their peers and this in turn can impact on their achievements.
7.	Maths and writing outcomes are improving but this needs to be maintained to ensure the attainment gap is closed.

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 PSED outcomes in EYFS will increase.	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. Suspensions will be reduced. Pupils working at expected levels in PSED will be in line with peers by end of Reception.
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 and feedback will reflect this.
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 with the gaps between them and their peers closing.	Pupils will not need SAL intervention beyond EYFS.
Pupils early emotional regulation will be explicitly taught through zones of regulation.	Pupils will achieve expected levels in PSED at end of Reception year. Thrive

	assessments will show improvement in scores and less support needed.

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. Embedding of Fluent in five and no nonsense number. We will fund teacher release time to embed key elements of guidance in school. *High Quality Teaching through input and PD led by 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.*	7 7 and 3
Provide release time for Reading leads to monitor/coach and mentor all staff in phonics including providing regular training to all staff. Staff meetings and personalised support for staff teaching reading. *Extra recruitment of reading volunteers to support fluency and confidence in reading. Work with volunteers to ensure this support is high quality.*	Reading Framework and guidance document	1 and 3
Newly qualified Level 4 TA (in SAL) will oversee implementation of SAL interventions and provide support and guidance to peers.	EEF	1
VNET will be used for monitoring and support through challenge and coaching.	*The most effective approach for raising the standards of all children is through the use of High-Quality teaching for pupils.*	7 and 3

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

Budgeted cost: £ 42,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Revamp the library and class reading spaces. Create reading champions and reading buddies to encourage love of reading. Reading assemblies shared and book of week on newsletter.	Ofsted and writing Framework 25	3
Provide small group tutoring for maths support to allow time to revisit approaches through no nonsense number	EEF suggests 4+ months progress can be made when this is offered successfully.	7
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 and 7
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 and 7
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 and 5
Zones of regulation will be used as intervention and whole school support.	Provides pupils with a language to explain emotions. (EEF -SEL)	5

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

Budgeted cost: £ 34,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school approach to attendance using published guidance. Two weekly monitoring of attendance by HT and SLT Daily tracking of key pupils by secretaries. Policy followed robustly.	Attendance guidance DFE 2026	6
Maintain capacity and offer of well being support/pastoral team- across Federation increase offer of trained professionals and specific interventions including time and space	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): Improving_Social_and_Emotional_ Learning in Primary Schools | EEF	2 and 5
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, 2 and 3

Total budgeted cost: £ 91,200

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attendance:

- *Attendance of all pupils was 95.55% for the whole school year. Unauthorised attendance for all pupils was 1.1%*
- *Attendance for PP pupils was 95.01% with 0.75% being unauthorised.*
- *Whilst slightly lower the absences are often authorised.*

Outcomes

Phonics

Year 1- all pupils- 82% passed the phonics test

Pupils in receipt of PP- 100% passed the phonics test

Pupils benefited from a dedicated and trained member of staff who led all reading catch up and keep up groups. The whole class also benefitted from two phonics lessons daily and high-quality teaching from well trained and experienced staff.

KS2 Reading

All pupils- 70%

PP pupils- 50% (6/12)

KS2 Writing

All pupils- 70%

PP pupils- 67% (8/12)

KS2 Maths

All pupils- 91% EXP standard (33 pupils)

PP Pupils- 100% Exp standard (12 pupils)

Outcomes for all children and especially pupils in receipt of pp have significantly increased in 25/26.

SEMH support

- *The school continues to offer a wide range of pastoral support all specific to pupil needs and evaluated. Meetings between the pastoral team and SENCo ensure all pupils receive the right support at the right time.*
- *A second staff member has completed THRIVE training in 25/26 and DESTY training enabling this to be part of our wide offer.*
- *Exit data exits for all pupils receiving support showing impact and next steps.*
- *A second member of pastoral team has also completed DSL training to widen support and ensure its holistic.*
- *Forest school has continued to be offered to all year groups. Targeted Forest as been used for a bespoke Nurture provision as part of pastoral support to meet individual needs. This has been effective for some pupils but not all and lessons learned will be used to modify this for next year.*
- *Therapy dog is used monthly for targeted pupils and has shown positive impact in communication and confidence.*

SAL

- *A TA has completed and been awarded Level 4 SAL*
- *Welkom and Speech link are used for all children needing it following assessment upon entry.*
- *The SENCo monitors impact and next steps and makes onward referrals should it be required.*
- *CPD has been provided from external SAL to staff to support SAL in class for all pupils.*

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