St John's CE Primary Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding for the current academic year to help improve the attainment of our disadvantaged pupils. This is year 2 of a 3-year plan from 2025-2026 to 2028-2029.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St John's CE Primary, Radcliffe
Number of pupils in school	214 from Nursery to Y6
Proportion (%) of pupil premium eligible pupils	52.8% from YR and above
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2025-2026 to 2028-2029 – this is Y2
Date this statement was published	November 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Local Academy Committee
Pupil premium lead	Tracey Cansdale Headteacher
Governor / Trustee lead	Maria Boyle

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£154,930
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	£154,930

Part A: Pupil premium strategy plan

Statement of intent

Our aim is that all pupils, regardless of background reach their full potential, attaining well and achieving good outcomes. We want them to value their education and drive their desire to learn and do well regardless of their background. This includes challenging our high attainers and supporting those who have additional needs to do their very best. We also strive to engage families in education and support them in having high aspirations for their children.

We will consider the challenges faced by vulnerable pupils at our school, such as those who have a social worker or are 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.

We want all our pupils to flourish whilst at St John's where our values are courage, love and perseverance. Our Christian vision means that we want to enable our children to achieve and 'soar on wings like eagles' and we believe that educational opportunities are the way our young people will achieve that flourishing that will raise their aspirations.

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:

- see each child and family holistically and offer pastoral and practical support as well as educational opportunity to ensure that every child is attending school regularly as this is key to them accessing our excellent curriculum
- act early to intervene at the point need is identified, particularly where this relates to special education needs and disability
- 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	Early WELLCOMM (in our own nursery) and baseline assessments, observations, and discussions with pupils indicate low oral language comprehension, language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. This means we will also use Pupil Premium money to fund participation in Voice 21 Oracy Project.

2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers and writers.
3	Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
4	Assessments, observations and discussions have shown that disadvantaged pupils are more likely to have SEND linked to SEMH and that their mental health can have an impact on their learning..
5	Attendance is a concern across the school however disadvantaged pupils have lower attendance than non-disadvantaged pupils. Persistent absenteeism is also higher for disadvantaged than non-disadvantaged pupils. This is negatively impacting disadvantaged pupils progress. 14.6% of all pupils who were of compulsory school age were persistently absent in 2025-2026. 18.9% of disadvantaged pupils who were of compulsory school age were persistently absent in 2025-2026. A gap of 4.3%. In 2024-25 the gap was 4.5% so it is declining but only slowly. The attendance of all compulsory aged pupils in 2025-26 was 95.2% but for disadvantaged pupils this was 93.6% a gap of 1.6%. The gap in 2024-25 was 1.7% so again this is declining but only slowly.

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 and language comprehension among disadvantaged pupils - with a lower % needing WELLCOMM intervention in KS2. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved phonics, reading and writing attainment among disadvantaged pupils.	Year 1 phonics outcomes show that disadvantaged pupils have made accelerated progress from their starting points. KS2 reading and writing outcomes in 2026-2027 (current Year 6) will show that disadvantaged pupils will have made accelerated progress from their starting points.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2026-2027 (current Year 6) show that disadvantaged pupils will have made accelerated progress from their starting points.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2026-2027 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations using our work in being an Emotionally Friendly Setting • a significant reduction in behaviour incidents for these pupils

	• a significant increase in participation in enrichment activities and activity levels in school to support physical and mental well-being, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2026-2027 demonstrated by: • the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1% each year. • Disadvantaged pupils are more likely to be persistently absent than non-DAP. In 2026-2027 we are aiming to close the gap from 4.3% more likely to no more than 3% more likely to be persistently absent than non-DAP. We are aiming to reduce this further over the 3 year cycle.

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: £65,000

Activity	Evidence that supports this approach	Challenge number addressed
High quality CPD targeted for all including release time for subject leaders to support the provision of a high quality and challenging curriculum. Staff CPD on high quality feedback and metacognition. Staff release and training costs.	High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. Phonics support is accessed through expert advice from Sycamore Trust and Clare Shivnan-Taylor, author of Junior Learning. Maths support is accessed through the Maths Hub. We are on year 2 of a Voice 21 Oracy Project which is supported by the Trust. Evidence based approached are detailed in our Teaching and Learning Policies. Staff are accessing a variety of courses in line with evidence based research: teaching-and-learning-policy.pdf	1, 2, 3
Expansion of the Inclusion team. A small but strategic expansion of the Inclusion team adding an extra 1 afternoon's capacity a week which is allocated to closing the disadvantaged gap: The Inclusion Team are working on earlier identification of needs and on increasing parental engagement as well as supporting high quality teaching for all pupils with SEND including those who are PP and SEND.	Education Endowment Foundation (EEF) – Social and Emotional Learning (SEL) • Impact: SEL interventions have an average impact of +3 months' additional academic progress. • Relevance: These interventions improve pupils' decision-making, emotional regulation, and social interaction—core components of PSHE and personal development. EEF Social and Emotional Learning Toolkit [educatione...ion.org.uk] Whilst the attainment and achievement of PP pupils is a collective responsibility, more time for our inclusion team will support further those pupils who are DAP and SEND and will help support strategic decisions which can impact positively upon SEN pupils who are also DAP. The role of the inclusion team will be to narrow this gap, supporting these pupils with their academic as well as social and	1, 2, 3, 4

We have expanded our Inclusion team to include our EYFS lead and our Y2 teacher who is completing an NPQ SEN and these are both receiving a TLR3 for their work this year on the inclusion team. The inclusion team is led by Tracey Cansdale as headteacher and a qualified SENCo.	emotional needs helping them work towards their potential. Leadership in Early Years is Crucial • The EEF highlights that investing in leadership and professional development is one of the most effective uses of the Early Years Pupil Premium (EYPP). • Leaders play a key role in developing quality practice, supporting staff, and ensuring that improvements are sustained over time Early Years Pupil Premium | EEF	
Voice 21 Oracy Project – we are on year 2 of this project Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund teacher training and release time.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading and writing: Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF https://voice21.org/impact-report-2021/ We know that spoken language skills are one of the strongest predictors of a child's future life chances and therefore it is vital that all children are given the opportunities to develop these crucial skills, opportunities consistently afforded to an advantaged few. When the progress of children whose language skills were 'delayed' at age 3 was tracked, researchers found that household income matters. Children in poverty were only half as likely to catch up with their peers than 'delayed' children from richer households. In school, oracy is a powerful tool for learning; by teaching students to become more effective speakers and listeners we empower them to better understand themselves, each other and the world around them. It is also a route to social mobility, empowering all students, not just some, to find their voice to succeed in school and life.	1, 2,
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 (including our Maths Lead leading a development group attended by EYFS and KS1 teachers on Mastering	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: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 | EEF	3

Number at KS1 and cascading their knowledge through school).		
Support the employment of our Pastoral Lead who is a trained play worker/trainee play therapist to support pastoral needs of children in school and help to engage families in their child's education. These roles will also be to support children's attendance and willingness to come to school through the EBSR pathway.	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): Social and emotional learning | EEF	1, 2, 4, 5

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

Budgeted cost: £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Investment in training and employing high quality TAs to deliver: • WELLCOMM assessments and interventions. • Junior Learning Phonics support • Colourful Semantics • Sensory Circuits • Precision teaching • Attention Autism • Number Fluency • Reading Fluency • Lego Based Therapy • Intensive Interactions	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions The Education Endowment Foundation (EEF) shows that oral language interventions have a 'positive impact' on learning at a very low cost. Closing the Attainment Gap report highlighted the importance of the Early Years (our nursery) and closing the gap before children start school. EEF: Pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided. Early literacy approaches have been consistently found to have a positive effect on early learning outcomes, with the most effective approaches improving learning by as much as six months. http://www.educationalneuroscience.org.uk/category/research/	1, 2, 3, 4, 5

Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	1, 2

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

Budgeted cost: £19,930

Activity	Evidence that supports this approach	Challenge number(s) addressed
Behaviour - Whole staff training on our school ethos and improving behaviour across school, using restorative practices and a trauma informed approach to ensure children have a sense of belonging and develop a love of learning which supports their good attendance. Creating spaces that can be used to support children who are dysregulated – Rainbow Room and Raindrop Room.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions | EEF (educationendowmentfoundation.org.uk) https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1089687/Behaviour_in_Schools_guidance_July_2022.pdf	5
Attendance - Embedding principles of good practice set out in the DfE's Working together to improve school attendance - GOV.UK advice. Attendance officer to monitor and challenge attendance of all children but particularly our DAP	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5
Enrichment - Disadvantaged children to have subsidised or funded trips and visit places, including residential trips. To ensure the curriculum is balanced and carefully sequenced, and the creative curriculum allows opportunities for cultural development. Build self-esteem, confidence and positive behavioural attitudes through school initiatives and ethos.	https://learningoutsidetheclassroomblog.org/2018/05/08/disadvantaged-children-are-missing-out-on-life-changing-residential-experiences/ EEF -Improving School behaviour Guidance Report Improving Behaviour in Schools: Evidence Review Published:	1, 4, 5

Birthday books – to provide the experience of book ownership so that children who live in homes with no books can grow their own library at home and think of themselves as readers. We purchase quality books from an accredited bookseller who checks that texts are high quality and have a diverse range of authors and characters.	Children who own books are more than twice as likely to enjoy reading (52.8% vs. 21.1%) and more than twice as likely to read daily (31.8% vs. 13.5%) compared to those who don't own books. [cdn.litera...ust.org.uk] Higher Reading Attainment Children who say they own a book are 15 times more likely to read above the level expected for their age than those who don't (28.8% vs. 1.9%). [literacytrust.org.uk] Disadvantaged Pupils Have Lower Rates of Book Ownership In 2024, 12.4% of children receiving Free School Meals (FSM) reported not owning a book, compared to 8.0% of their non-FSM peers. This highlights a clear inequality in access to books. [literacytrust.org.uk] Children in the North West (including Greater Manchester) are among the least likely to own books, reinforcing the need for targeted interventions in our area.	1, 4

Total budgeted cost: £154,930

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our past pupil premium activity had on pupils in the 2025 to 2026 academic year. The assessments of GLD at EYFS, Y1 phonics, Y2 phonics recheck, Y4 MTC and Y6 SATS have been shown with the gap between DAP and non-DAP identified. As this strategy started in 2025-26 a two year average has been provided.

Statutory Assessment	**All pupils in 25-26**	**Disadvantaged Pupils in 25-26**	**Gap in 2024-25**	**Gap in 2025-26**	**2 year trend gap**
EYFS – Good Level of Development	67%	44%	12%	23%	17.5%
Phonics Screening Y1	65%	53%	25%	12%	18.5%
Phonics Recheck Y2	86%	73%	9%	13%	11%
Multiplication Times Table Check Y4	62%	44%	+4%	18%	7%
KS2 SATS Reading, Writing & Maths Combined	61%	57%	10%	4%	7%

Further information

Additional activity

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

- embedding more effective practice around adaptive teaching using the Inclusive Teaching EEF framework, scaffolding and interventions from teaching assistants and good quality feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality physical and mental well-being 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 pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

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.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

Tracey Cansdale
Headteacher
November 2026