Royston St John Baptist Primary School - Pupil Premium Strategy Statement 2024 / 2027

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2027 academic year) funding to help improve the attainment of our disadvantaged pupils.

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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	Royston St John Baptist CE Primary School
Number of pupils in school	161
Proportion (%) of pupil premium eligible pupils 2025 2026	31% (50 pupils) *Deprivation 48* *Service 0* *LAC – Post LAC 1* *Adopted from care 1*
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024 - 2027
Date this statement was published	November 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Craig Elliott
Pupil premium lead	Rachel Steele
Governor / Trustee lead	Craig Mills

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 2025 2026	£74,950
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Total budget for this academic year 2024 2025 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£74,950

Part A: Pupil premium strategy plan

Statement of intent

At Royston St John Baptist CE Primary School we are determined that all pupils are given the best possible chance to achieve their full potential through the highest standards of quality first teaching, focused support, curriculum enrichment and pastoral care. We recognise that all pupils regardless of their background, should have equal access to a curriculum which will enable them to reach their potential.

We believe that the highest possible standards can only be achieved by having high expectations of all learners. Some pupils from disadvantaged backgrounds require additional support; therefore, we will use all the resources available to help them reach their full potential, including the Pupil Premium grant. We believe that the additional provision through the Pupil Premium funding should be available to all pupils within school who we know to be disadvantaged / vulnerable.

This document outlines the amount of funding available, our strategy for spending the grant effectively and how we have used research-based evidence to support our actions. As a school we consider the best ways to allocate Pupil Premium funding annually following rigorous data analysis and the careful consideration of the needs of the pupils.

At Royston St Johns we have a clear, strategic, tiered approach for Pupil Premium funding provision. This follows the EEF guidance and focuses on the following:

- Whole-school strategies that impact all pupils
- Focused support to target under-performance
- Specific support targeting pupil premium pupils

We ensure that Pupil Premium funding and provision impacts positively on attainment, attendance and well-being. A member of our local governing body is identified as a link governor for Pupil Premium, regular meetings with leaders of the school take place where monitoring, provision and outcomes are shared and discussed. The link governor then feeds back key findings from these meetings at full governing body meetings.

Challenges

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

Challenge number	Detail of challenge
1	School baseline assessments indicate a large proportion of disadvantaged pupils have limited oral language skills leading to slower reading progress in subsequent years. *(September 2024 0% of PP pupils entered EYFS2 at ARE in S or LAU).*

2	Identification that on average disadvantaged pupils do not achieve as well as their peers across the curriculum (*KS2 July 2024: PP RWM combined 0% / Non PP RWM combined 67%*)
3	Analysis shows that disadvantaged pupils uptake of extra-curricular activities is less in comparison with their peers.
4	Homework and reading records evidence a lack of parental engagement with regards to their child's education for our PP pupils.
5	Historically disadvantaged pupils have lower attendance rates than non-disadvantaged. (*July 2024: PP 91.1% / Non PP 94.1%*

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
Raise the attainment of disadvantaged pupils in phonics. *2024 64% PP / 100% Non PP* *2025 83% PP / 88% Non PP*	Disadvantaged pupils will attain in line with their peers in the Year 1 Phonics Screening Check.
Raise the attainment of disadvantaged pupils in times tables. *2024 APS PP 20.5 / Non PP 23.6* *2025 APS PP 23.7 / Non PP 24.1*	Disadvantaged pupils will attain in line with their peers in the Year 4 Multiplication Times Table Check.
Increase the attainment of disadvantaged pupils, in EYFS and increase progress rates. *2024 GLD PP 50% / Non PP 80%* *2025 GLD PP 66.7% / Non PP 66.7%*	Disadvantaged pupils will attain in line with their peers when attaining GLD by the end of EYFS.
To maintain the high levels of attainment and positive progress measures for disadvantaged pupils at the end of KS2. ***2024 KS2 Data*** Raise the percentage of disadvantaged pupils attaining EXS in reading, writing and maths combined. *2024 KS2 RWM PP0% / Non PP 69.6%*	There will continue to be a very limited gap between disadvantaged pupils and their peers. There will be an increase in the percentage of disadvantage pupils attaining ARE in RWM.

2024 KS2 Data table:

	Pupil Premium	Non-Pupil Premium
Reading EXS	20%	74%
Reading GD	20%	48%
Writing EXS	40%	78%
Writing GD	0%	13%
Maths EXS	0%	75%
Maths GD	0%	22%

2025 KS2 Data			
Reading EXS	67%	71%	
Writing EXS	33%	79%	
Maths EXS	50%	64%	

2025 KS2 RWM PP33.3% / Non PP 50.6%%

Improve the attendance of pupils eligible for the pupil premium grant, narrowing the gap between this group of pupils and their peers. *July 2024: PP 91.1% / Non PP 94.1%* *July 2025: PP 94.4% / Non PP 96.0%*	Increase in average attendance rates among disadvantaged students (2024-25 = 94.4% vs. N 92%; All school pupils 96.0%) leading to improvement in their outcomes. Reduced persistent absence: 2024-25 = 9.7% All pupils: 4.7% compared to 15.3% Local and 14.6% National

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: 2025/ 2026: £37,551

Measure	Activity	Evidence that supports this approach	Challenge number(s) addressed
Priority 1: <u>Priority 1:</u> To increase the percentage of dis-advantaged pupils attaining EXS & GDS across the curriculum. <u>Identification:</u> Identification that disadvantaged pupils do not attain as well as their peers at GDS standard.	High quality CPD to be delivered weekly by members of SLT on our teaching and learning approach, marking and feedback and use of target setting and assessment procedures to teachers and support staff. Bespoke CDP cycles to be delivered to meet individual need. DfE Menu: Teaching – High-quality teaching and professional development	EEF research states that good teaching is the most important lever schools have to improve outcomes for Disadvantaged pupils. Pupil_Premium_Guidance.pdf (educationendowmentfoundation.org.uk)	1,2
	Review of marking and feedback policy to ensure that feedback is used consistently in every lesson to support pupils understanding and support progress. DfE Menu: Teaching – High-quality teaching and professional development	EFF research suggests that effective feedback improve learning by an additional 8 months. Feedback	EEF (educationendowmentfoundation.org.uk)	1,2
	Development of reading fluency to enhance the daily Reading session and ensure pupils catch up.	EFF research suggests that *Fluent reading supports reading comprehension. When pupils read fluently, their cognitive resources can be redirected from focusing on decoding and onto comprehending*	1

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	Effective deployment of support staff to ensure bottom 20% have regular access to QFT to catch up. DfE Menu: Teaching – Improving literacy and reading fluency	*the text. For this reason, fluency is sometimes described as a bridge from word recognition to comprehension.* EEF blog: Shining a spotlight on reading fluency	EEF (educationendowmentfoundation.org.uk)	
	Daily allocated time for the phonics lead to model, monitor and support in the planning and delivery of phonics. DfE Menu: Teaching – Phonics and early reading	EEF research evidences that phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Phonics	EEF (educationendowmentfoundation.org.uk)	1

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

Budgeted cost: 2025/ 2026: £19,339

Measure	Activity	Evidence that supports this approach	Challenge number(s) addressed
Priority 1: To narrow the attainment gap between disadvantaged pupils and their peers. Identification: Identification that disadvantaged pupils do not attain as well as their peers in reading, writing, maths and phonics.	Using pupil progress data analysis and cohort action plans establish small group reading interventions for pupils working below age related expectations. Use CGP and CGP Stretch to ensure appropriate pitch and challenge in text level and questioning. Clear intervention timetable to deliver targeted wave 2 to identified pupils, progress monitored and tracked regularly. DfE Menu: Targeted Academic Support – Small group tuition	EFF research suggests that small group tuition improves learning by 4 months and reading comprehension strategies by 6 months. Small group tuition	EEF (educationendowmentfoundation.org.uk) Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension. Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific. Reading comprehension strategies	EEF (educationendowmentfoundation.org.uk)	1,2

	1:1 phonics intervention delivered daily to identified pupils to ensure they quickly catch up and keep up. DfE Menu: Targeted Academic Support – One-to-one intervention	EEF research evidences that phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Phonics | EEF (educationendowmentfoundation.org.uk)	
	Using last year's academic data and cohort action plans establish small group maths interventions for pupils working below age related expectations. CPD to be delivered to TAs to upskill their mathematical skills and knowledge in delivering effective intervention groups. Research based evidence to be used to support strategies and approaches employed. DfE Menu: Targeted Academic Support – Targeted numeracy support	EFF research suggests that small group tuition improves learning by 4 months and reading comprehension strategies by 6 months. Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF Research identifies that positive outcomes for pupils through targeted intervention from TA support has most impact when time and resources are spent on quality CPD to improve support staff practice. New EEF Guidance Report - Making Best Use of Teaching Assistants | EEF (educationendowmentfoundation.org.uk)	
	Booster classes to take place in order to narrow the gap in Year 5 and 6. DfE Menu: Targeted Academic Support – Short-term targeted intervention		

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

Budgeted cost: 2025/ 2026: £18,060

Measure	Activity	Evidence that supports this approach	Challenge number(s) addressed
Priority 1: Improve the attendance rates of disadvantaged pupils and reduce the PA for identified families. Identification: *July 2024: PP 91.1% / Non PP 94.1%*	Develop systems to support families identified on the RAG rated tracking to best improve the attendance of PP pupils. Use of SLA for EWS to support families with attendance issues. Reinforce school approach to incentives and a rewards system for attendance and PA.	There's a clear link between poor attendance and lower academic achievement DfE research (2015) https://assets.publishing.service.gov.uk/gov Department for Education (publishing.service.gov.uk)	5

	. Monthly meetings to be held to monitor attendance and decide on actions to reduce persistent absence and intervention prior to falling into persistent absence. DfE Menu: Wider Strategies – Improving attendance		
Priority 2: To provide support for pupils with SEMH concerns. Identification: A high proportion of PP pupils enter school with SEMH issues that impacts on learning and development.	Early identification of pupils with SEMH difficulties and clear lines of communication to share intended actions of support to be taken, with parents/carers. Support from Compass Be – local provider of MHST including audit of school provision, CPD for staff, parent workshops and individual / group work with pupils as required. Branching Minds support for identified pupils. PSO support provided to families and where required EHA framework implemented and social services support and intervention. Further refinement to use of CPOMS and categorising incidents to feed directly into monthly VCFM and identification of actions required. DfE Menu: Wider Strategies – Social and emotional wellbeing and behaviour support	Evidence to suggest that personalised support to remove barriers to learning through Learning Mentor support can have a positive impact on outcomes for disadvantaged pupils, parents and families. https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/behaviour-interventions/ There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income. https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf	3
Priority 3: Further engage parents/carers in their child's education and learning. Identification: Disadvantaged pupils come from households with limited stability, poor attitudes to education and low aspirations. Parental engagement is low.	Improved channels of communication to keep parents/carers regularly informed about achievements, learning and up coming events. - Arbor - Twitter - Verbal feedback from staff - Postcards home - Celebration events - Parental workshops Clear focus to be established on the importance of parental engagement on their child's development. DfE Menu: Wider Strategies – Parental engagement	EFF research identifies the crucial role parental engagement plays in pupil outcomes. Parental engagement	EEF (educationendowmentfoundation.org.uk)	4

Total budgeted cost:

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

Review of 2024/ 2025 outcomes	
Aim	**Outcome**
Raise the attainment of disadvantaged pupils in phonics. *2024 64% PP / 100% Non PP*	*2025 83% PP / 88% Non PP* Gap has closed
Raise the attainment of disadvantaged pupils in times tables. *2024 APS PP 20.5 / Non PP 23.6*	*2025 APS PP 23.7 / Non PP 24.1* Gap has closed
Increase the attainment of disadvantaged pupils, in EYFS and increase progress rates. *2024 GLD PP 50% / Non PP 80%*	*2025 GLD PP 66.7% / Non PP 66.7%* LA Comparisons *2025 GLD PP 56.6%% / Non PP 70.0%* Gap has closed

To maintain the high levels of attainment and positive progress measures for disadvantaged pupils at the end of KS2.

2024 KS2 Data

	Pupil Premium	Non-Pupil Premium
Reading EXS	20%	74%
Reading GD	20%	48%
Writing EXS	40%	78%
Writing GD	0%	13%
Maths EXS	0%	75%
Maths GD	0%	22%

Raise the percentage of disadvantaged pupils attaining EXS in reading, writing and maths combined.

	Pupil Premium	Non-Pupil Premium
Reading EXS	67%	71%
Writing EXS	33%	79%
Maths EXS	50%	64%

2025 KS2 RWM PP33.3% / Non PP 50.6%%

Gap has closed

2024 KS2 RWM PP0% / Non PP 69.6%	
Improve the attendance of pupils eligible for the pupil premium grant, narrowing the gap between this group of pupils and their peers. *(July 2024: PP 91.1% / Non PP 94.1%) 3.0 gap*	*(July 2025: PP 94.4% / Non PP 96.8%) 2.4 gap* <mark>Gap has closed Improvement in PP attendance by 3.3%</mark>
To provide support for pupils with SEMH concerns. A high proportion of PP pupils enter school with SEMH issues that impacts on learning and development.	New systems implemented for early identification of pupils with SEMH difficulties and clear lines of communication implemented to share intended actions of support to be taken, with parents/carers. School has engaged with support from Compass Be – providing 4 parent workshops in 2024-25. 12% of parents attended these sessions. The school's Mental Health lead liaises half termly with the service and identifies pupils for individual / group work as required. Branching Minds support is in place for identified pupils. PSO support is in place to support families who require Early Help support and directed intervention. Targeted support is used to support pupils in taking part in activities that support their well-being such as sport and music. 20% Pupils with identified SEMH issues hold Leadership roles ins school. 80% of pupils with identified SEMH issues have taken part in at least one extra curriculum activity in school. 60% of pupils identified SEMH issues have taken part in community activities.
Further engage parents/carers in their child's education and learning. Disadvantaged pupils come from households with limited stability, poor attitudes to education and low aspirations. Parental engagement is low.	School has improved channels of communication to keep parents/carers regularly informed about achievements, learning and upcoming events. - Arbor - Twitter - Verbal feedback from staff - Postcards home - Celebration events - Parental workshops Targeted use of pupil premium funding supports families in accessing after school clubs for free as well as music services.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Read, Write, Inc	Ruth Miskin - Oxford
Times Table Rockstars	TT Rockstars
Whole school music	Charanga
White Rose Maths	White Rose
Read, Write, Inc Spelling	Ruth Miskin - Oxford

Further information

When planning our Pupil Premium Strategy Plan we adopted the tiered approach, focusing on:

- High quality teaching
- Targeted academic support
- Wider strategies

From this we identified the challenges linked to each tier and the mitigating actions we will take to overcome each barrier and linked each of these tightly with our school improvement plan to ensure they remain highly prioritised and impact of actions is regularly monitored.

Area	Challenge	Mitigating action
Teaching	Providing adequate time for professional development.	Effective and efficient use of staff meetings and INSET days.
Targeted support	Ensuring targeted support is provided by SLT to support staff in delivering interventions.	Senior leadership capacity and support to SENDco who is experience but new to school.
Wider strategies	Developing a change in mindset to attendance and the importance of education.	Improved channels of communication with parents/carers, including regular texts, emails, visits to school and parental workshops.

To further strengthen our strategy plan, we have created an approach to supporting disadvantaged pupils. Again, this approach reflects our tiered system above.

High quality teaching:

Underpinned by early identification, tailored support through QFT, effective feedback and use of regular assessment.

Targeted academic support:

Incorporating planned teacher support, booster classes and daily reading opportunities.

Wider strategies:

Fostering a positive approach to relationships with our families and promoting good attendance.

[Supporting the attainment of disadvantaged pupils: articulating success and good practice](#)

Context updated November 2025