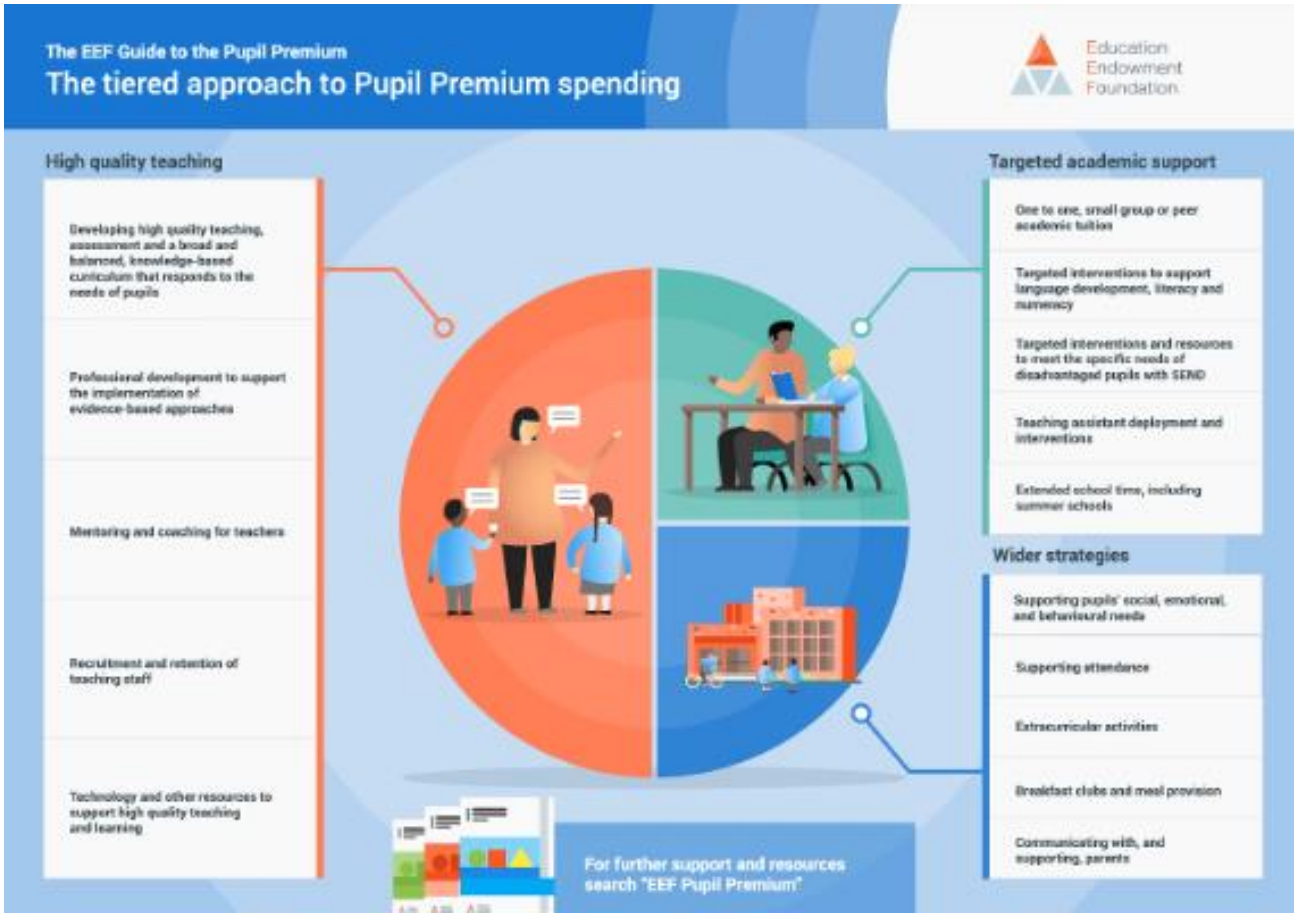
St Vigor and St John Pupil premium strategy statement 2025-26

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantage pupils. 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 had on the outcomes for disadvantaged pupils in our school.

Our funding allocation will focus on three core areas:

- Teaching.
- Targeted academic support.
- Wider strategies.



Our approaches will be monitored and reviewed to analyse the impact on outcomes for our disadvantaged pupils.

School overview

Detail	Data
Total number of pupils in school	214 + 73 nursery (43 per day)
Proportion of disadvantaged pupils	9.73%
Proportion of disadvantaged pupils who have SEND	33%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025-2027
Publish date	November 2025
Review date	December 2025, April 2025, July 2025
Statement authorised by	Chris Chorley
Pupil Premium lead	Megan Harris
Governor lead	Beth Freeman

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£36, 865
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£ 36, 865

Part A: Pupil Premium Strategy Plan

1. Statement of Intent – Over 3 Years

"Talent is distributed equally, opportunity is not."

At SVSJ, our Pupil Premium strategy is designed to ensure that every pupil, regardless of the challenges they face, has access to the very best opportunities to learn, achieve, create, and explore. We are committed to addressing the specific barriers and gaps that disadvantaged pupils encounter, using targeted support and evidence-based interventions. All stakeholders will uphold high expectations and ambition for our disadvantaged pupils, fostering an inclusive culture where equity drives excellence and every child can thrive.

Attainment: Disadvantaged pupils achieve at least **national average** in reading, writing, and maths by the end of KS2.

Progress: Disadvantaged pupils make **progress scores in line with or above non-disadvantaged peers**.

Attendance: Reduce persistent absence for disadvantaged pupils to **below 4%**.

Engagement: 100% of disadvantaged pupils access **enrichment activities** (clubs, trips, cultural experiences).

Wellbeing: Thrive and pastoral interventions show **90+% improvement in emotional regulation scores** for targeted pupils.

Teaching Quality: All lessons observed for disadvantaged pupils are **good or better**.

2. Challenges

This details the key challenges to achievement that you have identified among your disadvantaged pupils.

Challenge	Detail of challenge
1	***Teaching and learning:*** *Some pp children do not make accelerated progress in specific targeted areas.*
2	***Curriculum:*** *Some pp children need support consolidating, remembering and deepening their understanding of areas of the curriculum.*
3	***Literacy at home:*** *Some pp pupils do not read at home or read for pleasure.*
4	***Parent engagement/Attendance:*** *There is a disproportionate difference in the attendance of some PP pupils and others. Some of this is due to EBSA.*
5	***Enrichment:*** *PP pupils may have limited access to enrichment opportunities.*

6	***SEMH:*** *PP pupils may face challenges with emotional regulation and mental well being.*

3. Intended Outcomes

This explains the outcomes you are aiming for **by the end of our current strategy plan**, and how you will measure whether they have been achieved.

Intended outcome	Success criteria
Teaching and learning: Ensure all PP children received targeted support in order to support them in making accelerated progress in a specific area of need.	Ensure pp children receive targeted support to make accelerated progress in a specific area of need.
Curriculum: Ensure all pp children are able to access additional support with remembering, embedding and deepening their understanding of curriculum learning.	Ensure pp children can fully access all areas of the curriculum, remembering, embedding and deepening their understandings.
Literacy at home: Some pp pupils may not read regularly at home or receive support in developing a love of reading.	Foster a love for reading and increase the frequency and quality of reading at home among pp pupils.
Parent engagement/attendance: There is a disproportionate difference in the attendance of some PP pupils and others. Some of this is due to EBSA.	Build relationships with parents of PP children focussing on hearing and empowering parents and pupil voice.
Enrichment: PP pupils may have limited access to enrichment opportunities.	Continue to support children in accessing enrichment and personal development opportunities.
SEMH: PP pupils may face challenges with emotional regulation and mental well being.	Thrive approach deeply embedded in order to continue to build a environment which supports the emotional regulation and well being or children.

- **Planned Activity in the academic year 2025-2026**

This details how you intend to spend the pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted Cost: £21,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD and monitoring to include teaching strategies and implementation of:	**(High Quality Teaching - EEF).**	1, 2

PP passport logs specific needs of individual pp children. Class provision map logs targeted interventions received by pp children to support accelerated progress. Implement structured catch-up programmes in core subjects for pupils who have fallen behind	**(DFE- Literacy and Numeracy catch up strategies)**	
Knowledge organisers to consolidate pupil knowledge Time to reflect on learning with an adult. Cue questions to assess understanding and extend. Pre teaching using lenses and test tubes to reflect on past learning	**(EEF Teaching and Learning Toolkit)** **(DFE – Support for Early Career Teachers: Developing Quality Pedagogy)**	1,2,3
Use of reading buddies (pairing older and younger children to share stories) Breakfast club reading Tracking reading frequency in reading records (reward incentives, additional checking) Implement new library system to stimulate greater interest for learners.	**(DfE – Research Evidence on Reading for Pleasure (2012)** **(DfE/OFSTED 'Now the whole school is reading: supporting struggling readers (2022))**	1,3, 4
Meet with parents to share learning goals and have accessible conversations with families around supporting children with making progress with a specific target. Collect pupil voice to identify how home support influences learning and adapt teaching accordingly. Provide staff cpd on effective parental engagement strategies and inclusive communication,	**(EEF Supporting School Attendance 2024)** **(Chartered College of Teaching – Pupil Voice and Agency Toolkit)** **(EEF Teaching and Learning Toolkit 2025)**	1,2,3

Targeted Academic Support (for example, tutoring, one to one support, structured interventions)

Budgeted Cost: £11,365

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics intervention, Nessie, doodle maths, writing or reading intervention Use of teaching assistants for targeted intervention, monitored via SENDCO and Flourishing People framework	**(EEF teaching and learning toolkit 2025)** **(EEF Making the Best Use of Teaching Assistants)**	1,2,3
Additional reading interventions and reading opportunities with adults in school tracking reading frequency and engagement through diaries and pupil voice surveys to identify those needing further support.	.(**DfE – The Reading Framework: Teaching the Foundations of Literacy (2021))**	1,3,4
Involve parents in setting and reviewing learning targets for their child-development of Tapestry across the school Provide simple, practical resources for use at home, aligned with school-based interventions. Purchase these using PP funding	**.EEF – Working with parents to support Children's Learning (2021))** **(EEF – The Guide to the Pupil Premium (2024))**	4,5
Weekly Play Therapy Sessions	**Blanco, Muro, Holliman, Stickley, & Carter (2015) – "demonstrated statistically significant improvement on academic achievement as compared to children in the control group**.	4,6

ACE model of trauma-informed approaches to teaching.		
Creating thrive profiles and plans for PP pupils to further support their emotional development where needed .	**Children: Reduced teenage pregnancy and youth offending.** **Families: Lowered transmission of social–emotional problems. Thriveapproach.co.uk**	1,2,4,6

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

Budgeted Cost: £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Monitor attendance at governance level to keep PP attendance a strategic priority	**DfE Attendance Hubs expectations and good-practice case studies.**	4,5
Tailored parental communication ("nudge" texts/letters) that are positive, personalised, and linked to learning, using simple messages about attendance and next steps. Whole-school attendance toolkit and staff training (scripts for first-day calls, escalation pathways, data dashboards, culturally sensitive approaches),	**EEF guidance Working with parents and Toolkit – Parental engagement** **DfE best-practice toolkit and the EEF Supporting school attendance resource summarise effective approaches and provide planning tools**	4,5,6
Use SMS or app-based messages to share reading tips and book recommendations with families. (using Arbor or tapestry Use multiple communication channels	**(EEF – Guide to the Pupil Premium)(EdTech Hub The Use of SMS and other Mobile Phone-based Messaging to Support Education at Scale (2022))**	

(texts, apps, translated materials) to reach all families	**(Education Endowment Foundation (EEF) – Pupil Premium Guide (2024))**	
Subsidise or fully fund trips, clubs, music lessons, and residentials for Pupil Premium pupils Provide equipment, kits, and transport to ensure full access to extracurricular activities	**(EEF – The Guide to the Pupil Premium (2024)** **(DfE – Pupil Premium and Recovery Premium Evaluation (2025))**	

Total budgeted cost: £ 36, 865

Part B: Review of outcomes in the previous academic year Outcomes for disadvantaged pupils

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

1. Commentary/Analysis

Commentary/Analysis guidance (from DfE)

The school has implemented strategies that not only raise academic attainment but also promote holistic development for disadvantaged pupils. Recent initiatives have improved **physical activity opportunities**, aligning with the Education Endowment Foundation (EEF) evidence base (+1 month progress) and supporting the aims of the **Sports Premium**. These actions ensure that pupils from families facing significant challenges have equitable access to health and well-being opportunities.

In addition, the school has strengthened **parental engagement**, which EEF research indicates can lead to an average of **+4 months progress**. Through targeted programs and inclusive communication strategies, families are empowered to play an active role in their children's learning journey. This dual focus on physical activity and parental involvement reflects a commitment to narrowing gaps and fostering a supportive, aspirational environment for all learners.

Whilst strong evidence for **Outdoor Adventure Learning** is unclear, the school recognizes that a small minority of families benefit significantly from this support. The inclusivity achieved through these opportunities reinforces **parental engagement (+4 months, EEF)** and aligns with the school's core values and aims for all pupils. These experiences promote resilience, teamwork, and confidence, contributing to the broader development of every child.

The impact of these measures is evident in improved pupil outcomes, enhanced confidence, and stronger home-school partnerships. The school continues to monitor and refine these approaches to maximize their effectiveness and sustainability.

1b. Vulnerable Groups Summary (2025)

St Vigor & St John Church School

		EYFSP GLD	YR1 32+	KS1 (Expected +) Reading	KS1 (Expected +) Writing	KS1 (Expected +) Maths	MTC 20+	KS2 (Expected +) Reading	KS2 (Expected +) Writing	KS2 (Expected +) Maths
England average (All pupils):		Eng: 68%	Eng: 80%	-	-	-	2024 Eng: 67%	Eng: 75%	Eng: 72%	Eng: 74%
All Pupils	**All**	**76%** (29)	**87%** (30)	**83%** (30)	**73%** (30)	**80%** (30)	**77%** (31)	**84%** (32)	**84%** (32)	**88%** (32)
Gender	**Female**	**92%** (12)	**94%** (16)	**70%** (10)	**60%** (10)	**50%** (10)	**80%** (15)	**87%** (15)	**80%** (15)	**80%** (15)
	Male	**65%** (17)	**79%** (14)	**90%** (20)	**80%** (20)	**95%** (20)	**75%** (16)	**82%** (17)	**88%** (17)	**94%** (17)
Disadv.	**Disadvantaged**						50% (4)	**43%** (7)	**71%** (7)	**86%** (7)
	Other	**78%** (27)	**86%** (28)	**83%** (29)	**72%** (29)	**79%** (29)	**84%** (25)	**96%** (25)	**88%** (25)	**88%** (25)
Term Born	**Autumn**	**67%** (9)	**94%** (17)				**85%** (13)	**73%** (11)	**82%** (11)	**91%** (11)
	Spring	**88%** (8)	**83%** (6)				**57%** (7)	**92%** (13)	**92%** (13)	**85%** (13)
	Summer	**75%** (12)	**71%** (7)				**89%** (9)	**88%** (8)	**75%** (8)	**88%** (8)
Language	**English**	**73%** (26)	**87%** (30)	**83%** (30)	**73%** (30)	**80%** (30)	**79%** (28)	**83%** (30)	**83%** (30)	**87%** (30)
	Not English	100% (3)								
SEN	**No SEN**	**91%** (23)	**96%** (25)	**85%** (26)	**77%** (26)	**85%** (26)	**88%** (25)	**85%** (27)	**85%** (27)	**89%** (27)
	SEN Support	**20%** (5)	50% (4)	75% (4)	50% (4)	50% (4)	33% (3)	100% (3)	100% (3)	100% (3)
Ethnic Group	**White**	**75%** (28)	**87%** (30)	**83%** (30)	**73%** (30)	**80%** (30)	**81%** (27)	**84%** (31)	**84%** (31)	**87%** (31)

This analysis shows the percentage of pupils achieving the expected standard for each pupil group at St Vigor & St John Church School. Only groups with at least 3 pupils are shown. Groups of under 5 pupils are shown in grey. Numbers of pupils in each group are given in brackets. The colour coding is based on the group difference to the England average for all pupils (see the key to the right).

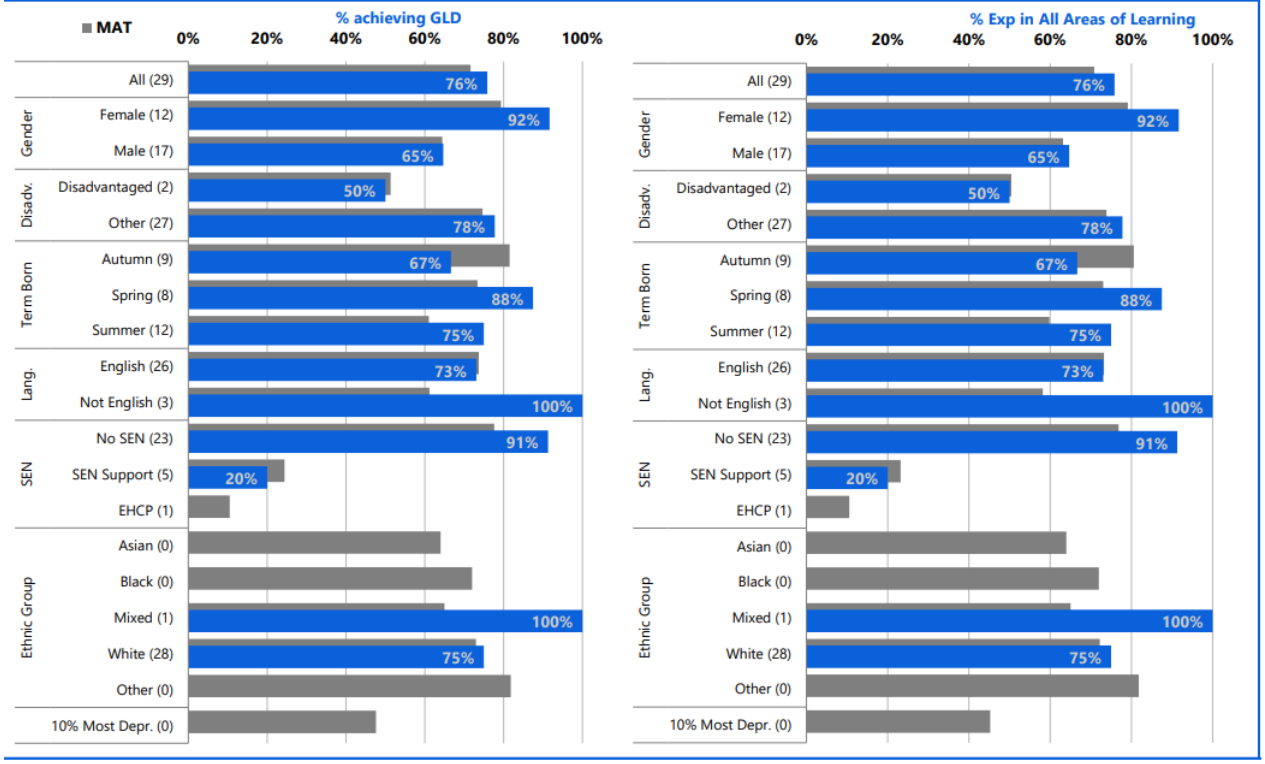
>3* above Eng.
>1* above Eng.
>1* below Eng.
>3* below Eng.

*Number of pupils (see page 4 for explanation)

1c. Early Years Foundation Stage Profile (2025)

St Vigor & St John Church School

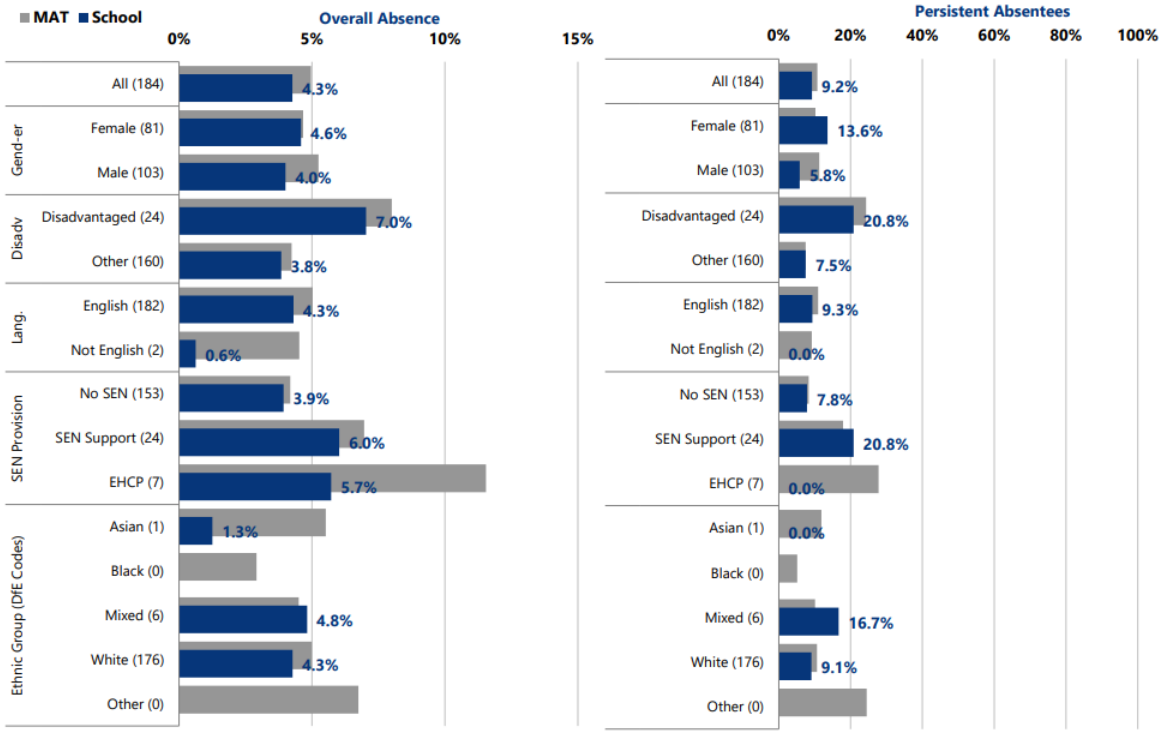
iii) Vulnerable Groups Analysis - % achieving GLD and % at Expectation in All Areas of Learning



3a. Pupil Absence (Three terms)

St Vigor & St John Church School

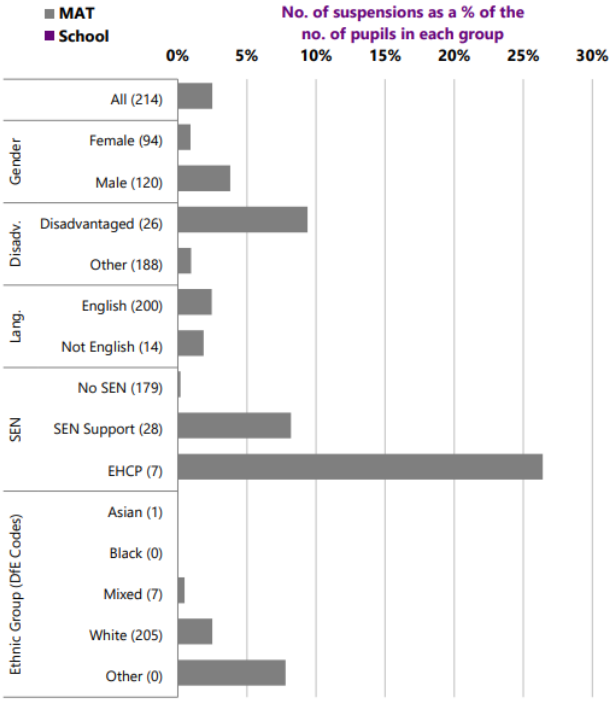
iii) Vulnerable Groups Analysis - Three terms



3b. Exclusions & Suspensions (2024/25)

St Vigor & St John Church School

iii) Vulnerable Groups Analysis - Suspensions (as a % of Pupils in Each Group)



NB. Because a pupil may have more than one suspension, the percentage for a particular group could be more than 100%. Numbers in brackets show the number of pupils in each group in the school.

- **Review of expenditure 2024/25**

1. Teaching		
Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	**Lessons learned**	**Cost**
SAES- external support and training for all staff – including supporting pupils with poor working memory, learning environments and MITA training	Peer observations and Flourishing People has had a very positive impact on writing teaching practice for writing and outcomes for all pupils incl vnbl Monitoring shows new consistency across school with learning environments. Flourishing People implememntation for all staff replaces support from SAES. Middle leadership capacity has been increased. Another new PP lead in 2025. Shared good practice. The school can evidence strong support for mental health issues and case studies of successfully supporting EBSA and other pupils to improved attendance and outcomes. SENCO to take on roll of SMHL	£5125
Full training and support for ECT	Support for Early Career Teachers (ECTs) has been highly effective, with all monitored lessons graded as good or better, reflecting strong classroom practice and professional growth. ECTs have successfully completed the full national training programme, ensuring compliance and development. The team also delivered the statutory Multiplication Tables Check with improved outcomes and provided targeted CPD to strengthen PE leadership, enhancing subject expertise, confidence, and curriculum delivery across the school.	£1800
Thrive/Licensed Practitioner Training	The Thrive intervention has had a significant positive impact on pupils' emotional well-being and readiness to learn. Data shows that 85% of pupils involved demonstrated improved self-regulation and resilience, with 90% reporting increased confidence. Teachers observed a 40% reduction in EBSA incidents among targeted pupils and stronger engagement in lessons. Improved relationships with peers and staff have contributed to a more inclusive environment, supporting both academic progress and personal development across the school.	£2400
2. Targeted Academic Support		
Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	**Lessons learned**	**Cost**

Weekly Play Therapy Sessions Weekly Sunshine Circles sessions	Play therapy has stabilised pupils with trauma, improved confidence of targeted pupils 100% of pupils met ARE/GD in maths Accelerated progress for 1 x pupil Difficulties in management and budget restraints mean we will not repeat this year. Sunshine circles practice embedded-extended by Thrive training.	£5040
Targeted Teacher support	Daily reactive teacher interventions, tailored to address individual learning needs, resulted in significant improvements in writing outcomes for targeted pupils in Years 4, 5, and 6. Specific Y4 x table intervention led to an increase of 1+ in avg score These interventions included immediate feedback, focused support during lessons, and adaptive strategies that responded to misconceptions, ensuring sustained progress and increased pupil confidence in writing. To be continued as appropriate to target pupils.	
Targeted TA support	Intervention data provides clear evidence of the positive impact that targeted small-group work and teaching assistant (TA) interventions have had on pupil progress. These approaches have supported accelerated learning and improved attainment for identified pupils, particularly in core subjects. The success of these strategies is further reflected in whole-school data trends, demonstrating consistency, sustained improvement, and the effectiveness of collaborative teaching practices across all year groups. To be continued as appropriate to target pupils.	£34 077

3. Wider Strategies

Outcomes and Impact	Lessons learned	Cost
After-school and holiday club support	Inclusivity of school- no pupils have missed residentials/music tuition or other wider opportunities through disadvantage. School tracks and facilitates for all.	£750
Attendance Initiatives- Designated HoS time to improve overall attendance across the school and reduce the gaps between groups.	Attendance initiatives had limited success and will now move to a more focused approach on reasons for poor attendance (SEMH), Thrive approach and application of BWMAT/DfE attendance strategies.	£200