

# Pupil premium strategy statement

## December 2025 Statement for the 2025-26 academic year

This statement details our school's proposed use of pupil premium funding for the 2025 to 2026 academic year, 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, the effect last year's spending of pupil premium had within our school

### School overview

| Detail                                                                  | Data                                         |
|-------------------------------------------------------------------------|----------------------------------------------|
| School name                                                             | St John's C of E Primary School, Crowborough |
| Number of pupils in school                                              | 209                                          |
| Proportion (%) of pupil premium eligible pupils                         | 5.7%                                         |
| Academic year/years that our current pupil premium strategy plan covers | 2025/2026                                    |
| Date this statement was published                                       | December 2025                                |
| Date on which it will be reviewed                                       | October 2026                                 |
| Statement authorised by                                                 | Laura Cooper                                 |
| Pupil premium lead                                                      | Stephanie Chandler                           |
| Governor / Trustee lead                                                 | Phil Morris                                  |

### Funding overview

| Detail                                                    | Amount         |
|-----------------------------------------------------------|----------------|
| Pupil premium funding allocation this academic year       | £21,525        |
| Pupil premium funding carried forward from previous years | £0             |
| <b>Total budget for this academic year</b>                | <b>£21,525</b> |

# Part A: Pupil premium strategy plan

## Statement of intent

Irrespective of disadvantage, we want all students at St John's, to receive the same opportunities, support and experiences to enable them to succeed into the next stage of their education. We aim for good progress and attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high achievers.

We also include the challenges faced by vulnerable pupils, such as those who have a social worker, English as a second language and young carers. The activity outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Implicit in our intended outcomes, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

We have drawn upon the research conducted by the Education Endowment Foundation, and our plan focuses on implementing and reviewing carefully selected provision that will make a difference: Quality First Teaching, targeted academic support and mentoring, support for mental health and a focus on improving writing and raising reading ages. Our current plan encompasses these areas.

For targeted support, our approach is based upon individual need, with the use of various methods of assessment to measure this need and progress, not making assumptions about the impact of disadvantage, nor the effectiveness of any intervention.

We adopt a whole school approach with all staff responsible for outcomes for all children, including those considered disadvantaged.

### **Our 2025/2026 objectives are:**

- To embed 'The Write stuff' into KS1 to support writing
- To continue with Nurture based support for individual children and the Nurture group, to help overcome anxiety and assist well-being
- To continue to provide financial support for school trips, uniform etc.
- To continue to encourage attendance of after school clubs
- To continue to encouraging Leadership roles e.g. Librarians, School Council, House Captains and Playground Buddies
- To provide children, who need it, with small group/1:1 sessions with a teacher/TA to support learning
- To solidify our sensory circuits program to assist with emotional regulation
- To work with Beacon is transition for Year 5/6, in particular focusing on children who we believe may likely become EBSA (emotionally based school avoidance) children at secondary.

## Challenges

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

| Challenge number | Detail of challenge                                                                |
|------------------|------------------------------------------------------------------------------------|
| 1                | Social and Emotional wellbeing                                                     |
| 2                | Ongoing low attainment for some PP children who also have SEN needs                |
| 3                | Specific PP children need 1:1 targeted support for academic and/or emotional needs |
| 4                | Significant SEMH support needed within one class                                   |
| 5                | Ensuring continued participation of Ukrainian children                             |
| 6                | Concerns on EBSA and children that are vulnerable to this.                         |

## 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| To continue with Nurture based support for specific children and on a group basis to help overcome anxiety and assist well-being.                                                                                                                      | That the before and after Boxall profiles show developmental improvements and that both teachers and parents see changes in the pupil.<br>In 2025/26 the pupils involved in 2024/25 will be re-assessed to see if the benefits have been retained.<br><a href="https://new.boxallprofile.org/">https://new.boxallprofile.org/</a>                                                                                                                                                                                                                                                                       |
| To use a whole class approach incorporating social situations, social stories and additional social support, for one particular class, based on whole class Boxall created by Nurture specialist from county and support from Educational Psychologist | There is substantial research that shows that social and emotional interventions help pupils to develop healthy relationships, build emotional resilience and understand the importance of emotional self-regulation. These skills in turn give children a greater capacity to learn and consequently increases academic attainment.<br><br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a> |
| Financial support for school trips                                                                                                                                                                                                                     | Support families so that children can attend residential trips, school trips etc. to broaden their life experiences, with all disadvantaged children attending trips                                                                                                                                                                                                                                                                                                                                                                                                                                    |

|                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                   |
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| Encourage attendance at after school clubs that run for KS2                                                                                                             | Invite and encourage children to join, assess in the annual Wider Outcomes analysis                                                                                                                                                                                                                                                                                               |
| Encouraging Leadership roles<br>e.g. Librarians, School Council, House Captains, Playground Buddies                                                                     | Ensure disadvantaged children get the opportunity to have these responsibilities and take on key roles within the school                                                                                                                                                                                                                                                          |
| Children, who are not working at age expected levels, to be assessed where their 'gaps' are. Sessions to be provided with Teacher/Teaching Assistant to plug these gaps | SENDCo oversight<br>Provision Map Meeting and Pupil Progress Meetings.<br>Tracking data<br>Support from CLASS where needed                                                                                                                                                                                                                                                        |
| Using Talkabout and Cool Connections programmes to build on nurture support.                                                                                            | TAs to have more access to these programmes to extend use in KS2, leading to improved social communication and interaction.<br>Measured by observation and boxall profiles.                                                                                                                                                                                                       |
| To improve writing via a development in language and writing structure within key stage 1 as well as key stage 2                                                        | The use of 'The Write Stuff' program by Jane Considine to support children.<br>Writing continues to be our area to focus on. The Write Stuff was trialled, as to be implemented with more English lessons this academic year. This is more established in key stage 2 now.<br><br>Measure: All disadvantaged children from years 2-6 demonstrate an improvement in writing skills |
| To work alongside Beacon and other primary schools to support vulnerable students and to prevent EBSA (emotionally based school avoidance).                             | Upward trend in country for more children being vulnerable, or already avoiding school.                                                                                                                                                                                                                                                                                           |

## Activity in this academic year (2025/26)

This details how we intend to spend our pupil premium this academic year to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £1,500

| Activity                                                    | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                | Challenge number(s) addressed |
|-------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| CPD and training                                            | Training in areas that support SEMH, de-escalation to support emotional regulation<br><br>New Dyslexia training as and when needed. Train 1 more member of staff to be able to deliver Dyslexia screening. To enable teachers and TA's to deliver Dyslexia friendly adapted work as and when needed.                                                                                | 1,2, 3, 4 and 6               |
| Internal CPD on adaptive teaching                           | Support teachers with effective tools and strategies to adapt to the needs of the children throughout each lesson                                                                                                                                                                                                                                                                   | 1, 2 and 5                    |
| Internal CPD for KS1 teachers on 'The Write Stuff'          | Provide teachers with effective tools and strategies to sustain high quality teaching in writing in KS1.                                                                                                                                                                                                                                                                            | 1, 2 and 5                    |
| Funding for programs like speech and language link and Nesy | Children's development of speech and language is key to accessing school and social development<br><a href="https://speechandlanguage.info/">https://speechandlanguage.info/</a><br><br>As part of adaptive teaching where pupils that find writing difficult and therefore use a computer on a regular basis, four pupils have access to a touch typing course called Nesy fingers | 3                             |

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

Budgeted cost: £11,500

| Activity                                                                   | Evidence that supports this approach                                                                   | Challenge number(s) addressed |
|----------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|-------------------------------|
| Structured interventions 1:1 and small group for writing and maths         | Pupils reach ARE, or improved levels of achievement. If below ARE, assessed in line with SEND children | 2 and 3                       |
| 1:1 and group work for PP children who need support with academic progress | Pupils reach ARE, or improved levels of achievement. If below ARE, assessed in line with SEND children | 2 and 3                       |
| Nurture support for whole class                                            | If SEMH is met within class, they are more likely to be meet academic needs.                           | 1 and 6                       |
| Homework support                                                           | The children are not disadvantaged by not doing the homework, or not being prepared for the lesson.    | 2, 3 and 5                    |

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

Budgeted cost: £8,525

| Activity                                                                                                    | Evidence that supports this approach                                                                                                                                                                                                       | Challenge number(s) addressed |
|-------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Funding school trips, uniform etc                                                                           | Ensuring all pupils have the same experiences                                                                                                                                                                                              | All                           |
| 1:1 and group work for PP children that need further support with SEMH                                      | Small group and 1:1 sessions allow pupils to develop key social/behavioural skills. Sensory de-regulation allows more settled learning and less disruptions                                                                                | 1, 3 and 4                    |
| TAs employed to deliver Nurture, Talkabout, Cool Connections, Lego therapy, Jump Ahead and sensory circuits | Small group and 1:1 sessions allow pupils to develop key social/behavioural skills. Sensory de-regulation allows more settled learning and less disruptions<br><a href="https://new.boxallprofile.org/">https://new.boxallprofile.org/</a> | 1, 3 and 4                    |

|                        |                                                                                                                                                                     |  |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| and resources provided | <a href="https://www.education-ni.gov.uk/articles/nurture-provision-primary-schools">https://www.education-ni.gov.uk/articles/nurture-provision-primary-schools</a> |  |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

**Total budgeted cost: £ 21,525**

Note re budgeted cost – Homes for Ukrainian children's costs are included but not the funding amount, which is awaited. Under 'Wider Strategies', school trip and swimming costs are included for all Pupil Premium children, all do not usually claim but owing to the current economic situation funds have been set aside for 25/26.

## 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.

In the 2024-25 academic year standardised teacher administered tests were used for teacher assessment, together with reviews of work undertaken in class. Where a child was working significantly below age related expectations, Edison Achievement statements may have been used to assess their gaps in knowledge, to help inform the age they are working at. Children who have not reached to stages covered by the Edison Learning statements will be assessed again early learning Goals.

We continued to use Speech and Language Link to assess pupil's speech and language needs and provide intervention, where required. Reception class continued to also use the Nuffield assessment package for language, which they run alongside the existing Speechlink program. Both programs were found to be of benefit, with the Nuffield program being more suited to deliver to the whole class.

Other diagnostic assessments, like dyslexia screening were also used, where needed.

#### Outcomes

8 out of 15 (years 1-6) Pupil Premium children achieved age related expectations across all core areas. 4 children were working towards in all core areas (1 of these children now has an EHCP). 1 was working towards just in maths and 2 were working towards just in writing.

They all received extra help in these areas.

Of the children who did not achieve ARE in all areas, two have SEMH or home needs that are believed to be affecting attainment and one has behavioural needs and is also SEND. Support will continue into the forthcoming academic year.

#### Assessment of 2024-25 Intended Outcomes

| <u>Intended Outcome</u>                                                                                              | <u>Assessment of Intention</u>                                                                                                                                                     |
|----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| To continue with Nurture based support for specific children to help overcome anxiety and assist well-being          | Achieved 1:1 for one PP child                                                                                                                                                      |
| To use Talkabout and Cool connections support for a group of children to help overcome anxiety and assist well-being | Achieved for a group of year 4 & 5 children.<br>2 were PP, as the PP children. This support for has helped the overall dynamics in the class as a whole, benefiting the PP pupils. |
| Financial support for school trips                                                                                   | Achieved                                                                                                                                                                           |



|                                                                                                                                                                         |                                                                                                                                                  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                         |                                                                                                                                                  |
| Encourage attendance of after school clubs                                                                                                                              | Most PP children attend a club either in or out of school.                                                                                       |
| Encouraging Leadership roles<br>e.g. Librarians, School Council, House Captains, Playground Buddies                                                                     | Several children took on these roles from both PP and SEND.                                                                                      |
| Children, who are not working at age expected levels, to be assessed where their 'gaps' are. Sessions to be provided with Teacher/Teaching Assistant to plug these gaps | Delivered by class TAs, 1:1 or small group. Three children fell into this category, one for reading/writing and two for maths.                   |
| To extend the use of Lego therapy by training more staff                                                                                                                | Achieved and implemented in 2 further classes                                                                                                    |
| To continue to support the home life and behaviour within the classroom of one child.                                                                                   | Achieved and will be ongoing.                                                                                                                    |
| To set up Sensory circuits and a regular program for those who need it                                                                                                  | Achieved.<br>Early assessment positive for most children. Plans to extend achieved. A KS1 and a KS2 group 3 times a week ongoing                 |
| To improve the curriculum access for pupils where English is not their first language                                                                                   | Achieved with the support of the EAL service. Pupils now do not need translations. All have made good or very good progress.                     |
| To improve writing via a development in language and writing structure                                                                                                  | Now embedded in KS2 curriculum. We will continue to evaluate the effectiveness over the coming 3 years. To extend programme to KS1 in 2025/2026. |
|                                                                                                                                                                         |                                                                                                                                                  |

## 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               |
|--------------------------------|------------------------|
| Language assessment            | Nuffield/Language link |
| Speech and Language assessment | Speechlink             |
| Touch typing course            | Nessy                  |

## Further information (optional)

### Full description of some of the terms used in this report

SEMH – Social, Emotional or Mental Health Needs

ARE – Age Related Expectation

EYS – Early Years (Reception)

SEND – Special Educational Needs or Disability

CAMHS – Child and Adolescent Mental Health Service