

Pupil premium strategy statement – St John and St Nicolas Schools Federation

This statement details our school's use of pupil premium funding to help improve the

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	428
Proportion (%) of pupil premium eligible pupils	17.5%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Governing Board
Pupil premium lead	Keith Harvey
Governor / Trustee lead	

Funding overview

Detail	Amount
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Pupil premium funding allocation this academic year	£111,457
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£111,457

Part A: Pupil premium strategy plan

Statement of intent

Our federation vision is “For the good of all – through curiosity, creativity and love.” This vision applies particularly to our disadvantaged children. As a federation, we know that for our most disadvantaged children to achieve, we need to go above and beyond with their educational provision. We believe that if our disadvantaged children can thrive and make quality progress, then we are putting the right systems in place for all children to achieve.

We want all of our children at The Federation of St John and St Nicolas Schools to make at least expected progress in all subject areas including children who are disadvantaged or that face challenges in life. In order for this to happen we will provide a learning environment that is inclusive but challenging for our children.

We do this across the federation, by developing high quality classroom provision, which is always at the heart of our approach ensuring that where it is needed specific additional support will allow every child to achieve their potential during their time with us no matter what their background or starting point.

Additional support for our children takes the form of self-regulation, encouraging good learning behaviours, oral language skills and confidence building as well as more formal learning interventions that provide opportunities for pre-learning and overlearning.

Finally, we acknowledge that some of our more disadvantaged children have life experiences that makes learning a challenge for them. Our Emotional Literacy Support Assistant and Family School Support Worker provide additional support, where needed, for children with these needs.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged children are our lowest attaining group of children across the federation GLD: 67% PPG vs 76% Non PPG (2025) Y1 Phonics: 50% PPG vs 88% Non PPG (2025) Y6: 0% PPG combined vs 58% Non PPG (2025)
2	Social and Emotional and Mental Health Difficulties Social and Emotional barriers are evident in some of our disadvantaged children which place them in a difficult place to learn. This has raised the need for more bespoke curriculums being used for a high number of our children, many of which are also our more disadvantaged children.

3	Attendance Attendance Data across the federation shows us that poor attendance in our PP Children is a key factor in gaps in their learning. Poor attendance in this group of children is negatively impacting their progress and is causing the attainment gap to widen the higher up the children get in the school. This in turn also has a negative impact on their self-confidence, their readiness to learn and their social skills both in class and on the playground. 2024/25 figures are as follows: St John's non-pupil premium: 94.9% St John's pupil premium: 90.4% St John's non-pupil premium persistent absence: 16.8% St John's pupil premium persistent absence: 52.2% St Nic's non-pupil premium: 96.5% St Nic's pupil premium: 93.5% St Nic's non-pupil premium persistent absence: 6.2% St Nic's pupil premium persistent absence: 20.0%
4	Writing Writing data at Year 6 has been low across all year groups for a number of years, but is particularly low among pupil premium children. Figures for expected standards for the last 3 years are as follows: 2023: Disadvantaged: 0% Other children: 63% 2024: Disadvantaged: 0% Other children: 69% 2025: Disadvantaged: 10% Other children: 64% This indicates a clear area for focus. Funding will be put into improving writing, with particular emphasis on supporting disadvantaged children with writing.

Intended outcomes

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

Intended outcome	Success criteria
Improve writing outcomes at Year 6 children for children eligible for pupil premium.	The aim will be for at least 50% of children eligible for pupil premium to achieve expected standards in Year 6 in 2026.
Develop pupil premium writing across both schools, so that the gap between disadvantaged and other children narrows significantly.	Gap in 2025 was 54%. Aim for next three years is: 2026: 15% gap 2027: 10% gap 2028: no gap

Early identification of barriers for pupil premium children with reading, writing and maths – with all teachers challenged during pupil progress meetings to explain how they are supporting these children	Clear tracking of pupil premium children and challenge where gap is not narrowing to others. Support to be put in place to narrow gap as a priority.
To ensure that attendance and punctuality of pupil premium children is in line with the school average, focusing on those children who are persistently absent.	There will be an overall improvement in the attendance and punctuality of disadvantaged children compared with 2024/25.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching staff awareness of attendance and punctuality issues	Training for teaching staff on attendance Focus on challenging children arriving late and praising children for being in school. Attendance aardvarks	3
Key expectation for all teaching staff to focus on writing attainment for all disadvantaged children.	Pupil progress meetings. Low prior attainment needing to be addressed	1,4

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
Additional support for disadvantaged children to narrow gaps in writing	Intervention groups: Lightning Squad, spelling groups, handwriting groups, teacher groups during assembly times, additional writing groups in	1, 4

	Year 6, targeted support during lessons by teaching staff	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £34,500 from pupil premium funding

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture Group to be introduced at St Nics and planned for a similar provision at St Johns to support the children who are not yet ready to learn in a mainstream class	Nurture UK defines the six principles of Nurture as • Children's Learning is understood developmentally, • The Classroom offers a safe base, • The importance of nurture for the development of well-being • Language is a vital means of communication, • All behaviour is communication, • The importance of transition in children's lives	1,2,3,4
Contribution to be made towards trips for disadvantaged children	Social and emotional learning helps children interact with others and deal with their emotions. This can also increase their confidence in school and help peer to peer relationships.	1,2,3,4
Specific ELSA support for individual disadvantaged children addressing their SEMH needs	Social and emotional learning helps children interact with others and deal with their emotions, this can also increase their confidence in school and help peer to peer relationships which in time will positively impact attainment.	2
Support for parents from family school support worker to ensure they are promoting the importance of school and learning at home	Family Support worker to support parents, providing early support to ensure future educational success. Ongoing support when needed.	1,2,3,4

Total budgeted cost: £111,500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Phonics

88% of children not eligible for pupil premium achieved the phonic screening threshold of 32 or more in 2025, with 50% of pupil premium children achieving this. This means that 3 children eligible for pupil premium have not achieved the phonics threshold. Of these children, 1 has an Education Health and Care Plan and the other two have additional vulnerabilities including SEMH difficulties and attendance difficulties.

Attendance

Attendance of children eligible for pupil premium has been a significant focus over the past year.

At St John the Evangelist School, attendance for disadvantaged pupils has improved slightly in 2024/25 from 90.4% in 2023/24 to 90.5% in 2024/25. The percentage of persistent absence for pupil premium children has declined from 42.3% in 2023/24 to 52.2% in 2024/25.

At St Nicolas School, attendance for disadvantaged pupils has improved from 92.4% in 2023/24 to 93.5% in 2024/25. The percentage of persistent absence for pupil premium children has improved from 31.3% in 2023/24 to 20.0% in 2024/25.

Attendance remains a key area for focus, particularly at St John's.

Year 6 Outcomes

Outcomes at Year 6 for disadvantaged children are a significant concern with no disadvantaged children achieving expected standards in reading, writing and maths. This is a significant priority, with writing needed as the predominant focus.

Nurture Provision

Nurture provision was introduced at St Nic's in September 2024 for 6 children (5 eligible for pupil premium) with SEMH difficulties. The provision has had a significant impact both for the children in the group, who have benefited from a positive, therapeutic teaching environment and for other children across the school, who have access to a curriculum with reduced interruptions due to behavioural needs. To date, this provision is a success.

Parental Support

Efforts have been made in both schools to ensure parents understand the targets that are set for their children and are on-board with their learning needs. This will need further emphasis over the coming year.

Support for Trips

Pupil premium children across both schools have benefited from financial support towards wider educational experiences, which then allow them to experience a breadth of education including residential visits, school trips and musical and sporting

experiences.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Doodle Maths	£1152
FFT Success for All Phonics	£2050

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
Service pupils get the same opportunities of targeted funding as those in receipt of regular pupil premium funding.
The impact of that spending on service pupil premium eligible pupils
All of our service children in the academic year 2024/25 achieved the expected level of above in all areas of learning.