

Pupil premium strategy statement

This statement details our school's use of pupil premium funding 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 and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	John Bunyan Primary and Nursery
Number of pupils in school	501
Proportion (%) of pupil premium eligible pupils	44% (2024-25)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024 2024-2025 2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Lisa Waters Headteacher
Pupil premium lead	Lisa Waters
Governor / Trustee lead	Mark Norman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£352, 904
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year	£352,904

Part A: Pupil premium strategy plan

Statement of intent

We believe that **all children can succeed**, and that through our collective actions we can help determine life chances. Rooted in our values of **PRIDE, ACHIEVEMENT, RESILIENCE and KINDNESS**, we are committed to ensuring that all pupils make strong progress, develop belief in themselves and achieve their full potential across a broad, ambitious and engaging curriculum.

The focus of our Pupil Premium strategy is to **remove barriers to learning** for disadvantaged pupils, promote **equity and inclusion**, and increase access to **cultural capital**, so that outcomes for disadvantaged pupils are at least in line with their peers. We hold consistently high expectations and **do not make assumptions about the ability or potential of any group of pupils**.

In line with the **Education Endowment Foundation (EEF)** guidance, we recognise that **high-quality teaching is the most effective way to improve outcomes for disadvantaged pupils** and has the greatest impact on closing the attainment gap. All teaching is underpinned by strong relationships, high expectations and inclusive classroom practice, reflecting our values of kindness, resilience and achievement.

We use **robust diagnostic assessment** to identify individual needs and barriers to learning. This enables us to plan and deliver **targeted, evidence-informed interventions** that are carefully matched to pupil need. Interventions are delivered by trained professionals, including the Leadership Team, Teachers and Teaching Assistants, and are closely monitored to ensure impact. Through timely intervention, live feedback and responsive teaching, pupils are supported to **catch up, keep up and build resilience as learners**.

All staff take responsibility for the **progress, attainment and wider outcomes** of disadvantaged pupils. Teachers maintain high aspirations, support pupils to develop a positive internal narrative, and encourage them to take pride in their learning, persevere through challenge and strive for high achievement.

Our approach follows the EEF's **tiered model**:

- **High-quality teaching** for all pupils
- **Targeted academic support** where needed
- **Wider strategies** to address social, emotional and cultural barriers to learning

Our Senior and Middle Leadership Teams oversee year groups and support the Headteacher, who has overall responsibility for the Pupil Premium strategy. Leaders

ensure effective **implementation**, drawing on research, professional development and ongoing evaluation.

The Leadership Team works in partnership with Governors to ensure that funding is allocated strategically and represents **best value for money**. Together, they use a range of quantitative and qualitative information to evaluate impact.

This strategy is informed by the Education Endowment Foundation's guidance on improving outcomes for disadvantaged pupils. The EEF highlights that addressing disadvantage requires a **tiered approach**, with the strongest focus on **high-quality teaching**, supported by **targeted academic interventions** and **wider strategies** that remove non-academic barriers to learning. Evidence shows that effective use of assessment, high expectations, strong relationships and carefully implemented interventions are critical to securing sustained improvement. We are committed to using evidence-informed approaches, monitoring implementation carefully and reviewing impact regularly to ensure that Pupil Premium funding leads to meaningful and lasting improvement for disadvantaged pupils.

This strategy is reviewed alongside disadvantaged pupil data to ensure that support is **timely, responsive and evidence-led**, allowing us to adapt our approach and continually improve outcomes so that every child can achieve with purpose and pride.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance and punctuality for some pupils eligible for Pupil Premium are below national expectations. This results in missed learning opportunities, disrupted routines and gaps in key knowledge and skills, particularly in early reading and mathematics, which negatively impacts progress over time.</p> <p>Attendance rates for disadvantaged pupils are below the national average (DA attendance 90.4% November 2025 compared with whole school 92.8%).</p>
2	<p>Some pupils eligible for Pupil Premium have gaps in early language and vocabulary development, which affect their ability to read and to access the curriculum across subjects. This can lead to difficulties with comprehension, communication and engagement with learning, limiting academic progress.</p> <p>A high percentage of our children have low speaking, listening and social skills</p>

	on entry compared to other children nationally (40% of PP below on SL September 2025 – this has improved as was 62% December 2024).
3	A number of pupils and families eligible for Pupil Premium experience social, emotional and mental health (SEMH) needs, which affect self-regulation, resilience and behaviour for learning.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan in 2026**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>EEF Improving attendance through targeted pastoral support, parental engagement and consistent routines (EEF – <i>Working with Parents, Behaviour Interventions, Implementation Guidance</i>).</p> <p>Improved attendance</p> <p>By the end of the academic year, attendance for pupils eligible for Pupil Premium will improve and move closer to national and whole-school averages, reducing lost learning time and increasing consistency of access to high-quality teaching.</p>	<p>Persistent absence among disadvantaged pupils will reduce.</p> <p>Improved attendance will contribute to stronger progress in reading, writing and mathematics.</p>
<p>High-quality oral language interventions, explicit vocabulary teaching and structured opportunities for talk (EEF – <i>Oral Language Interventions, Early Literacy, Teaching and Learning Toolkit</i>).</p> <p>Improved speech, language and vocabulary development</p> <p>Pupils eligible for Pupil Premium will demonstrate improved spoken language, vocabulary acquisition and communication skills, enabling them to better access the full curriculum and engage confidently in learning.</p>	<p>An increased proportion of disadvantaged pupils will meet age-related expectations in speaking and listening.</p> <p>Improved oral language skills will support progress in reading comprehension and writing across subjects.</p>
<p>Targeted SEMH and behaviour support, relational approaches and consistent behaviour strategies (EEF – <i>Social and Emotional Learning, Behaviour Interventions, Metacognition and Self-Regulation</i>).</p>	<p>An improved readiness to learn and sustained engagement in lessons.</p> <p>Reduction in behaviour incidents and time lost to learning for identified pupils.</p>

<p>Improved social, emotional and mental health (SEMH) outcomes</p> <p>Pupils eligible for Pupil Premium will show improved self-regulation, emotional resilience and behaviour for learning, leading to increased engagement, improved attendance and reduced incidents of dysregulation.</p>	<p>Pupil perception survey feedback and qualitative data is positive. School 'PARK' values are lived.</p>
<p>High-quality teaching supported by targeted interventions and effective use of assessment (EEF – <i>High Quality Teaching, Targeted Academic Support, Implementation Guidance</i>).</p> <p>Improved academic progress and attainment</p> <p>As a result of improved attendance, language development and SEMH support, pupils eligible for Pupil Premium will make stronger progress from their starting points, particularly in reading and mathematics.</p>	<p>Gaps between disadvantaged pupils and their peers will narrow.</p> <p>A higher proportion of disadvantaged pupils will meet age-related expectations by the end of each key stage.</p>

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: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Engagement with English Hubs and Little Wandle (Validated scheme)</i></p>	<p>Saffron Trust (New vision English Hub) https://www.saffronteachingschoolhub.net/page/?title=New+Vision+English+Hub&pid=16 Phonics Support - EEF</p>	<p>3</p>

<p><i>Reading – CPD on enhancing fluency</i></p> <p><i>Scheme books</i></p>	<p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>https://www.littlewandlelettersandsounds.org.uk/</p>	
<p><i>Staff training and continued implementation of Early Talkboost and Talkboost</i></p>	<p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches?utm_source=/education-evidence/early-years-toolkit/communication-and-language-approaches&utm_medium=search&utm_campaign=site_searchh&search_term</p> <p><i>Addressing Educational Disadvantage in schools and colleges: the Essex Way</i> edited by Marc Rowland” ISBN 978-1-913622-45-9</p>	2
<p><i>Engagement in Early Number with Maths Hub</i></p>	<p>NCETM Mastering Number Programme</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p>	3
<p><i>Barriers to learning under constant review through Pupil Progress meetings</i></p>	<p>Time for teachers to reflect together and ensure a relentless approach to consistent practices including overcoming identified barriers.</p> <p>Each member of SLT is responsible for the delivery and tracking of interventions including deployment of academic mentor and TAs for two designated year groups.</p> <p>The provision for Pupil Premium children is assessed at every formal observation and specifically discussed in comparison to the wider class in pupil progress meetings.</p>	3
<p><i>Training for staff in the accurate administration of standardised tests/ interpretation of assessments and planning of intervention/instruction.</i></p>	<p>Reliable insights into the specific strengths and weaknesses of each pupil - help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1,2,3,

<i>Engagement in NPQs Training for ECTs</i>	High quality CPD enables staff to gain deeper understanding of effective strategies to raise attainment.	1,2,4
<i>CPD for all staff to further develop teaching of vocabulary and reading. Including opportunities in foundation subjects</i>	Alex Quigley – Closing the Vocabulary Gap Guiding Readers -Layers of Meaning. Tennent, Reedy,Hobsbaum,Gamble.2016	,2,3

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

Budgeted cost: £115, 518

Activity	Evidence that supports this approach	Challenge number(s) addressed
Numeracy Academic Mentor	Tuition targeted at specific needs delivered 1:1 or in small groups One to one tuition EEF (educationendowmentfoundation.org.uk)	1,3
Teaching assistants delivering Little Wandle and Numbers Stacks interventions	Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,3
Additional phonics sessions for those who need support	Phonics Toolkit Strand Education Endowment Foundation EEF	1,2,3

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

Budgeted cost: £ 137,386

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Attendance Officer employed to support families</i>	Embedding the principles of good practice set out in the DfE's	1

	Improving School Attendance advice.	
<i>Student and Family support team including access to Educational Mental Health Practitioners who were previously based in school</i>	Supporting families and signposting to other agencies enables our families to support their children.	1,2,3
<i>Continued refresher delivery of elements of Trauma Perceptive Practice Lead for Mental Health trained using DFE grant and focussing on identified individuals</i>	Effective behaviour/ wellbeing strategies impact on learning behaviours. Marc Rowland; Unity research School and Essex LA 2021 'Addressing Educational Disadvantaged Schools and Colleges'	1,2,3
<i>Subsidies for PP children to access curriculum enhancement</i>	Marc Rowland; Unity research School and Essex LA 2021 'Addressing Educational Disadvantaged Schools and Colleges'	2
<i>Contingency fund to support mid term admissions</i>	Many of our mid term admissions need support and this enables us to respond quickly.	1,2

Total budgeted cost: £352,904

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.

Pupil premium children meeting age related expected standard at end of KS2 2025

Our pupils achieve higher than pupil premium children nationally

John Bunyan Reading 67% National 61%

John Bunyan Writing 63% National 58%

John Bunyan Maths 63% National 59%

John Bunyan Combined reading, writing, maths 50% National 47%

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
PIXL	PIXL Partners in Excellence

Further information (optional)

Our strategy is first and foremost to support all pupils and to use funds to ensure optimum progress for all children.

We aim to identify needs as early as possible and put in the appropriate intervention quickly to close gaps in learning. We are mindful of timetabling and rotating the scheduling of specific interventions.

Our whole school culture of Inclusion means that we have a large number of children who need additional support. Securing, maintaining and training an experienced workforce is a major ongoing challenge.