

Watford St John's School

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2025 academic year) funding to help improve the attainment of our disadvantaged children.

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
Watford St John's C of E School	December 2025
Number of children in school	406
Proportion (%) of pupil premium eligible children	11.8% (48 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	10th December 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Anna Pyatt
Pupil premium lead	Anna Pyatt
Governor / Trustee lead	Polly Challis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£68, 175
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£68, 175

Part A: Pupil premium strategy plan

Statement of intent

At Watford St John's our children from disadvantaged backgrounds make up over 10% of our school community. Our children in receipt of pupil premium are from a range of backgrounds and speak a variety of languages. Our key principles are to provide a broad and balanced curriculum for our children whilst striving for the highest academic standards for all children, no matter what their starting points. We have high expectations and are relentless in our determination for all children to achieve their full potential. We are committed to preparing them for the next stage in their education and to foster a love of learning. We take the time to understand each child and how to support their barriers.

Our Priorities are:

- Ensuring all children receive quality first teaching during lessons
- Eliminating the attainment gap between disadvantaged children and their peers
- Providing targeted academic support for children who are not making the expected progress
- Eliminating the attendance gap between disadvantaged children and their peers
- Addressing non-academic barriers to attainment such as attendance, behaviour, well-being and cultural capital
- Ensuring that the Pupil Premium Grant reaches the children who need it most

Overcoming barriers to learning is at the heart of our Pupil Premium Grant use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per student in receipt of the Pupil Premium Grant. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate accordingly based on up-to-date research.

Using the EEF recommended five point strategy St John's intends to give every socioeconomically disadvantaged child and young person the chance to flourish.

Challenges

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

Challenge number	Detail of challenge
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1	Disadvantaged children's attainment and progress may not be in-line with non disadvantaged pupils. <i>Reading 42.5% PPG EXS</i> <i>Reading 42.5% non-PPG EXS</i> <i>Writing 27.5% PPG EXS</i> <i>Writing 60% non-PPG EXS</i> <i>Maths 40% PPG EXS</i> <i>Maths 60% non-PPG EXS</i>
2	Disadvantaged children may be affected by social and emotional challenges
3	Attendance of children who are PPG is lower than national and non PPG children at school PPG children: 95.5%* Non-PPG: 96%*
4	Disadvantaged children may not have access to paid, curricular and extra curricular activities provided by the school and outside agencies
5	Disadvantaged pupils and families may need support at home

*As of 01.09.25 - 27.11.25

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
Ensure the quality of teaching and learning remains good or better, improving the robustness of assessment and the use of gap analysis to close the gaps and accelerate progress.	Disadvantaged children receive high quality teaching and learning in order to make rapid progress towards expected targets. Ensure early interventions in place. Closing of gap for writing and maths.
All children are able to identify and communicate how they are feeling and what could help and develop positive behaviour for learning skills.	Children show developed self-regulation, metacognition strategies and communication skills; They can speak about their feelings, identify causes and ways to overcome obstacles.
Social and emotional needs of disadvantaged children are supported	Disadvantaged children have access to varied support in school, during school and outside school from external agencies

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 2025/6
Headteacher and Deputy Head planning, tracking, overseeing and recruiting families then managing the pupil premium grant, the support provided for children and families, and the education and interventions the children receive in school as well as supporting improvement in attendance and pastoral identification and support.	£12,528

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Head teacher and Deputy Headteacher will:</p> <p>i) ensure all disadvantaged children are accessing the appropriate support,</p> <p>ii) coordinate and track the High Quality Teaching and other support disadvantaged children receive</p>	<p><i>EEF suggests that behaviour support can increase academic progress by +4 months.</i></p> <p><u>9 Pillars of School Leadership - David Woods Octo</u> <u>ber 2020</u> tells us that having direction and strategic leadership. "They (leaders), ready to seize the opportunities for change."</p> <p><i>Great Teaching Toolkit Evidence Review June 2020:</i></p> <p><u>Great teachers</u></p> <p><i>Great teachers:</i></p> <ol style="list-style-type: none"> 1. understand the content they are teaching and how it is learnt 2. create a supportive environment for learning 3. manage the classroom to maximise opportunity to learn 4. present content, activities and interactions that activate their students' thinking 	1, 2, 3, 4 and 5

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

	Budgeted 2025/6
Drawing and Talking Therapy subscription	£99
Teaching Assistant support (8 members of support staff trained)	£18,505 (3 days)
Higher Level Teaching Assistant support	£7,467 (1.5 days)
TOTAL	£26, 071

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Drawing and Talking subscription</u> HLTA provides Drawing and Talking individually or in whole class groups.	EEF suggests that behaviour support can increase academic progress by +4 months.	2, 4, 5
Phonics small group catch up LSA support	EEF states using a systematic approach that explicitly teaches children a comprehensive set of letter-sound relationships through an organised sequence together with training and monitoring will increase +5 months. As well as small group tuition results in around +4 months.	1, 2, 5
Priority reading LSA support and TA deployment Maths interventions Pre-teaching Writing interventions and targeted support	Children who require the opportunity to read daily with an adult. Use of TAs to support this. Use of daily maths support KS2, MTC, and pre-teaching Foundational skills focus for EYFS and KS1; writing interventions inc sentence structure, scaffolding and use of shape coding. Subject lead to explore gaps in writing and tailor make CPD programme for staff.	1, 4, 5
Feedback from teachers to PPG children	All PPG children will be priority markers twice a week and will also have an adult to support 'Next Steps'. Both verbal and written feedback can improve by around 7 months.	1, 2, 3, 4
TA support for mentoring, targeted academic support and well-being.	Targeted intervention based on effective assessment of children's needs has a positive impact on children's learning 'where teaching assistants deliver	1, 2, 4

	high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching' EEF , + 4 months.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

	Budgeted 2025/6
Family Support Worker (130 hours)	£4,703
Safeguarding and Family Support Officer Attendance Lead	£11,644 (2 days)
Uniform	£5000
Milk	£800
Trips	£6000
Music	£1429
TOTAL	£29 576

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parent support Eg: family support worker, SOFSA, Senior Leadership team, outside agency referrals, signposting.	Schools involve parents in supporting their children's academic learning. It includes: developing parental skills such as literacy or IT skills; approaches to encourage parents to support their children with, for example reading or homework; the involvement of parents in their children's learning activities; and more intensive programmes for families in crisis. Around +4 months	2,3,4 and 5
SoFSA and Headteacher to work with families to identify and overcome barriers to attendance	EEF suggests a six point approach to improving attendance- holistic approach to identifying barriers and effective communication with families will assist in improving life chances for disadvantaged children	1, 2, 3, 5
Wider curriculum experiences, uniform, and trips.	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Around +3 months. Access to additional experiences outside the classroom raises aspirations and opens doors otherwise unavailable to	2,3,4 and 5

	<p>disadvantaged children. Being able to have access to the correct uniform allows children to feel comfortable during their school day.</p> <p>Children in year groups have milk subsidised.</p>	
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Total budgeted cost

Teaching	£12, 528
Targeted Academic Support	£26, 071
Wider Strategies	£29, 576
TOTAL	£68, 175

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged children.

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

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

- 1. Ensuring all children receive quality first teaching during lessons**
- 2. Eliminating the attainment gap between disadvantaged children and their peers**
- 3. Providing targeted academic support for children who are not making the expected progress**

All teaching staff are trained in the intended outcomes of our Pupil Premium statement and focus on access to high quality teaching. All CPD is aligned to supporting our staff to have high ambition and effective strategies in place to enable our children in receipt of PPG funding to achieve. All children in receipt of PPG funding receive targeted questioning, focussed marking and feedback and identified barriers in learning are identified and plans put in place to overcome. Training in assessment has enabled staff to identify gaps and strategies to support closing the gap. PPG and SEND children receive targeted support from TAs and LSAs with provision mapped across cohorts. Staff able to respond to needs through deployment of support staff. Parents attending reading workshops.

IMPACT: children are quickly identified and support is put in place in order to help close gaps.

- 4. Eliminating the attendance gap between disadvantaged children and their peers**

Attendance of children in receipt of PPG funding is carefully and regularly tracked. This allows swift intervention or ongoing longer term support in order to support families at risk of poor or reducing attendance. Attendance of children in receipt of PPG funding is lower than non-PPG and continues to remain a high priority. For children in receipt of PPG funding who are Persistently Absent, our SoFSA works closely, alongside the Family Support worker, to support home life and to enable improved attendance.

IMPACT: attendance for children in receipt of PPG funding is improving and, where is remains a concern, children receive further internal or external support.

- 5. Addressing non-academic barriers to attainment such as attendance, behaviour, well-being and cultural capital**
- 6. Ensuring that the Pupil Premium Grant reaches the children who need it most**

Children are treated equally and all children receive the same opportunities in terms of uniform and extra-curricular opportunities and no children were excluded from these owing to lack of funding. Many families are financially supported for payments for swimming, trips, residential, school uniforms, PE kit and extra-curricular clubs. Children have access to music events and learning a new instrument.

Children receive targeted or wider holistic support in behavioural support or emotional support in order to help regulation, resilience and to promote self-esteem. Families are encouraged to engage in workshops, attend coffee mornings and liaise with the FSW or SoFSA to enable our children to succeed.

IMPACT: all children participated in local sporting events, environmental outreach, cultural opportunities, music lessons and wider educational experiences. Children in receipt of PPG funding are identified to participate in individual or group wellbeing strategies which positively impacts on behaviour and attendance.

- 7. Good progress from starting points, in reading, writing and maths: Early interventions, children have access to high level of Quality First teaching, parental engagement is high.**

Training in assessment has enabled staff to identify gaps and strategies to support closing the gap. PPG and SEND children receive targeted support from TAs and LSAs with provision mapped across cohorts. Staff able to respond to needs through deployment of support staff. Parents attending reading workshops.

IMPACT: Children are making progress; 75% of children are making good progress related to their peers. School continues to support children to overcome barriers to progress, ie attendance.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged children, that is not dependent on pupil premium or recovery premium funding.