

Pupil premium strategy statement – Baxenden St. John's Primary School

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	Baxenden St. John's CE
Number of pupils in school	206
Proportion (%) of pupil premium eligible pupils	6.79% (14 Pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	December 2024 to December 2027
Date this statement was published	December 2025 & reviewed in May 2026
Date on which it will be reviewed	December 2026
Statement authorised by	Julie Green, Headteacher
Pupil premium lead	Julie Green, Headteacher
Governor lead	Mike Walker, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21,210
Recovery premium funding allocation this academic year	£0.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£21,210

Part A: Pupil premium strategy plan

Statement of intent

The aim of the staff at Baxenden St. John's is to ensure that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high 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 attainers.

We ensure that all our pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We are committed to meeting the pastoral, social and academic needs of every pupil and help them to look after their social and emotional wellbeing while developing resilience. We recognise that disadvantaged pupils can face a wide range of barriers which may impact on their learning; we intend to try and remove these barriers. We will provide our children with a wide range of opportunities that will enrich their lives and develop their knowledge and understanding of the world. We are committed to narrowing the attainment gap between disadvantaged pupils and non-disadvantaged pupils both within school and nationally.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our ultimate objectives of the Pupil Premium Strategy are that all children, irrespective of background or challenges faced:

- Make good progress and achieve age related expectations.
- Are well supported in terms of their personal wellbeing and emotional and mental health.
- Have access to stimulating and memorable learning experiences which enhance their cultural capital and life opportunities.

Achieving our objectives

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching.
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work or 1:1 tuition
- Ensure that all pupils have access to trips, residential and first-hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

Key Principles

- Our first and main focus in tackling underperformance of disadvantaged pupils is to ensure that all children are given the highest standards of teaching and learning through delivering Quality First Teaching (QFT).
- We ensure provision and teaching and learning opportunities meet the needs of all our pupils, regardless of background or educational need; we aim to ensure the highest possible academic outcomes for every child.
- Through the rigorous analysis of data, we will ensure that effective teaching, learning and assessment meets the needs of all our pupils. Children in receipt of pupil premium will be carefully tracked and gaps identified and addressed. Tracking of progress over time is essential so that we can quickly identify need and develop strategies and interventions to accelerate progress. The data we collect is consistently used during pupil progress meetings and impact of pupil premium funding is monitored and evaluated.
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- to support children's health and wellbeing to enable them to access learning at an appropriate level
- We expect staff to have high expectations of all our children irrespective of backgrounds or barriers to learning.
- We recognise the whole child and their lived experience and understand the importance of social and emotional support. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.
- Attendance is key to success. Children must attend regularly to achieve their full potential. Therefore, attendance will always be a focus for our strategy.

What data has been used to inform Baxenden St. John's Primary's 2024-2027 Pupil Premium spend?

Baxenden St. John's Primary's Pupil Premium Strategy has been based on the Education Endowment Foundation's (EEF) 'Guide to supporting school planning', the EEF's 'Guide to the Pupil Premium' and careful assessment of:

- Our curriculum
- Attendance data and levels of persistent absences
- Teacher feedback on levels of pupils' engagement and participation
- Behaviour data
- Information on pupil well-being, mental health and safeguarding
- Access to technology and curricular materials

Research has found that disadvantaged pupils were worst affected by the impact of the Covid-19 pandemic, and this is still a factor. It is therefore more important than ever that school strategies focus on support for disadvantaged pupils. The EEF reports that all the evidence so far indicates that learning gaps widened as a direct result of partial school closures during the first national lockdown. The EEF's own analysis has suggested this will wipe out the last decade's progress in closing the attainment gap. As recommended by the EEF, we have adopted a tiered model as detailed below:

Figure 1: The tiered model for school planning



Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with EYFS teachers indicate that new pupils beginning school in September have underdeveloped oral language skills and vocabulary gaps. Seven children have S&L difficulties in September 2024. In September 2025 one EYFS child has an EHCP, two children have S&L difficulties, and three children are a 'cause for concern' regarding neurodiversity and communication & language.
2	End of EYFS assessment data (2023/24) shows the percentage of pupils achieving GLD at the end of the Foundation Stage has risen from 66% to 73%. End of EYFS data 2024/25 shows GLD 69%, showing that the gap is broadly in line year upon year and with the gap between boys and girls closing. The data also shows there is an attainment gap in literacy and oracy between boys and girls; closing this gap remains a priority. Due to low numbers of pupil premium, it is not possible to compare this to national data.
3	End of year internal and statutory assessments across the school, observations, and discussions with pupils alongside phonics assessment data in year 1 suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers and writers. Due to low numbers of pupil premium, it is not possible to compare this to national data.
4	End of KS2 assessment data (2023/24) shows the one PP child achieved the expected standard in reading, writing and maths. Due to low numbers of pupil premium, it is not possible to compare this to national data. In 2024/25 there were no disadvantaged pupils in Y6. Internal data (LSIP) also shows the attainment gap between boys and girls at the end of KS1 & KS2 has widened, particularly in writing. This is a priority.
5	Observations, referrals to the Early Help team and discussions with children and families have identified an increasing number of pupils with social and emotional needs, including SEN, medical and mental health issues; these needs affect wellbeing and academic progress. Therefore, re- establishing school's pastoral offer and being able to support an increasing number of children is a priority for 2024/25 and into 2025/26.
6	Our attendance data indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils, although it is still above the national average.

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 improve outcomes and close the gap in RWM with a particular focus on writing. To increase the percentage of disadvantaged children achieving the expected standard in reading, writing and maths at the end of KS2.	• Statutory assessments show an increase in the percentage of children achieving the expected standard in RWM. • Accelerated progress in writing. • Writing outcomes for all children including disadvantage pupils improve. • Reading outcomes for disadvantaged pupils improve.
To increase the proportion of pupils in the EYFS achieving a GLD in literacy so that attainment is more in line with the other strands.	• Assessment data will show an increase in the proportion of pupils in the class at EXS compared to their starting points. • Outcomes in the literacy strand will be closer in line with the other strands. Interventions show positive impact.
To provide targeted intervention and support to quickly address identified gaps in learning so those children who have fallen behind make accelerated progress.	• Children make accelerated progress and catch up or exceed prior attainment standards.
Pupils and families with identified social, emotional or mental health needs are well supported by school staff and/or other agencies so that needs are met and barriers removed or alleviated.	• Use of ELSA, counselling and nurture to support where needed • Pastoral Lead and SENCO effectively identify children needing additional support. • Barriers to learning are reduced or overcome. • Improved social and emotional outcomes for children. • Children have improved self-esteem and self-confidence.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	• The whole school attendance data is at least 97% (aspirational) and persistent absence is below 10%. • Average attendance for disadvantaged pupils is in-line or above attendance for non-disadvantaged pupils.
Children will have a full, balanced, enriched curriculum and have access to a wide range of opportunities and extra-curricular activities.	• Children have a full and balanced curriculum with the same opportunities as other pupils whether they are in receipt of pupil premium or not. • Children are exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day. • Increased learning experiences and widened horizons improve enthusiasm and engagement in learning.

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: £3,018

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly. Assessment data analysed and diagnostic commentaries used to help identify gaps in learning and support future learning.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 2, 3, 4
To boost the progress of all pupils through quality first teaching so that attainment in reading, writing and maths is in line with school's projections. Ongoing CPD for teachers and subject leaders, including revisiting the marking policy and different types of feedback. Teachers to set realistic and challenging predicted outcomes. Ongoing rigorous tracking of RWM of all cohorts. In the EYFS there will be a specific focus on the planning and delivery of literacy through whole class teaching, group work, individual work and areas of provision. Pupils who are not on track to meet the literacy strand will be targeted for early intervention.	The EEF Guide to the Pupil Premium (April 2022) tiered approach to school improvement places a strong emphasis on high quality education, including CPD: https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium The EEF Toolkit suggests that the provision of high-quality feedback can lead to an average of eight additional months' progress over the course of a year. Feedback can take a range of different forms, including written feedback in the form of marking, oral feedback and peer feedback, while a teacher may also choose to vary the frequency, timing, focus and tone.	1, 2, 3, 4

Whole school continued focus on writing: - Target setting and tracking to have a particular focus on writing – phase leaders to quality assure the process - Pupil progress meetings to have a particular focus on writing - Performance management target related to writing. - Best practice in the teaching of writing will be used as a model - Internal CPD related to accelerated progress in writing - Interventions to be delivered to those pupils who need additionality	As above: https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium	2
School continues to use a Systematic Synthetics Phonics (SSP) programme (Red Rose Phonics) in EYFS and KS1. Children in KS2 follow 'Spelling Shed' Phonics Lead to monitor the SSP programme to ensure consistency and impact. Phonics Lead to monitor the delivery and impact of phonics intervention.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF <i>'Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Synthetic phonics approaches have higher impact, on average, than analytical approaches.'</i>	3
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by CPD and training for staff. Targeted use of a counsellor and nurture groups in school to support targeted pupils SENCO to track vulnerable children Cultural capital and enrichments promoted throughout the curriculum	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning EEF – https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment	5

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

Budgeted cost: £5,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of KS1 and KS2 nurture groups and forest school to improve listening, narrative and vocabulary skills for disadvantaged pupils	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Purchase 'Spelling Shed' to support at KS2 & 'Red Rose Spelling' for Y2	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Termly pupil progress meetings held to review individual children's attainment and progress and ensure the early identification of children requiring additional support takes place; children targeted for intervention appropriately. HLTAs used to cover teacher release time. Intervention groups implemented; progress measured and impact reviewed and evaluated by teachers and leaders: - Teachers/TAs to provide one-to-one or small group interventions - Y6 HLTA used to teach small, targeted maths group on daily basis. - KS1 TA (training to be a HLTA) used to deliver phonics interventions to targeted children in KS1 requiring catch up. - Phonics Lead to oversee interventions and monitor impact. Teaching assistants to deliver same day interventions and/or targeted recovery interventions linked to classroom teaching and the curriculum.	The EEF Guide to Supporting School Planning reports that evidence indicates that small group and one to one intervention can be a powerful tool for supporting pupils. The EEF Guide to the Pupil Premium reports that evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the effects of the pandemic.	4

Wider strategies (related to attendance, behaviour, wellbeing)

Budgeted cost: £12,992

Activity	Evidence that supports this approach	Challenge number(s) addressed
If appointed, Pastoral Lead to monitor attendance weekly and provide early intervention for any persistent absentees. Pastoral Lead and HT to meet half termly to review attendance data with LCC attendance officer	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Embedding principles of good practice set out in the DfE's Improving School Attendance advice. The ongoing work of the Pastoral Lead is helping to ensure that whole school attendance is above national and that persistent absence is reducing.	6
New Pastoral Lead employed to work with children requiring 1:1 or small group emotional well-being support. Pastoral Lead to deliver drawing and talking intervention. Pastoral Lead to support children during lunch times and work across KS1 and KS2 playgrounds. Pastoral Lead to develop understanding of social emotional learning (SEL) and teach SEL skills to identified children through targeted intervention.	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective social emotional learning (SEL) can lead to learning gains of +4 months over the course of a year. SEL is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their non-disadvantaged classmates. Introduce weekly intervention records and end of term reports to show improved social and emotional outcomes of children, including disadvantaged pupils, who have been targeted for support.	All
New Pastoral Lead employed to support children and families with additional needs by: - Offering parenting support - Delivering 1:1 emotional wellbeing interventions - Registering and leading Early Help Plans Making referrals to other agencies	School has seen an increased need to support children and families' social, emotional and mental health and wellbeing. Therefore, it is important that school's pastoral offer is re-established, in the light of a new and part time SENCO.	All
£1032 Contingency fund for PP families/ongoing needs - wellbeing	Letter sent to PP families to inform them Invite to coffee mornings SEN assessments if needed	All

Total budgeted cost: £21,210

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes 2025-2026 (Year 2)

This details the impact that our pupil premium activity had on pupils in the **2025 to 2026** academic year. Data collection is from March 2026 Spring assessments.

Intended outcome	Impact
To improve outcomes and close the gap in RWM with a particular focus on writing. To increase the percentage of disadvantaged children achieving the expected standard in reading, writing and maths at the end of KS2.	5 FSM & 1 service child in Y6 have all closed some gaps between December 25 & March 26 due to booster groups and intervention
To increase the proportion of pupils in the EYFS achieving a GLD in literacy so that attainment is more in line with the other strands.	Progressing in the right direction. In summer data this will be broken down further into communication, reading and writing, once data has been moderated. - Dec 21/30 (70%) on track English for end of year - Mar 24/30 (80%) on track English for end of year
To provide targeted intervention and support to quickly address identified gaps in learning so those children who have fallen behind make accelerated progress.	Happening in all classes – clear intervention timetables and booster groups in all classes – data shows that this is having a positive impact
Pupils and families with identified social, emotional or mental health needs are well supported by school staff and/or other agencies so that needs are met and barriers removed or alleviated.	- Boosters and interventions are reducing barriers to intervention. - SEN, monitoring and vulnerable children lists (including pupil premium) have been re-distributed/reviewed to enable children to be tracked - Improved social and emotional outcomes for children as they had time to process their emotions. Children have improved self-esteem and self-confidence. - In the summer, a more formal way to track this improvement other than academic data will need to be explored.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	- The whole school attendance data is at least 96.7% and persistent absence is 3.4%. - Termly attendance meetings help to monitor this.
Children will have a full, balanced, enriched curriculum and have access to a wide range of opportunities and extra-curricular activities.	- Children have a full and balanced curriculum with the same opportunities as other pupils whether they are in receipt of PP or not. - Children are exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day. - Increased learning experiences and widened horizons improve enthusiasm and engagement in learning.

Pupil premium strategy outcomes 2024-2025 (Year 1)

This details the impact that our pupil premium activity had on pupils in the **2024 to 2025** academic year. Data collection is from March to Summer assessments

Intended outcome	Impact
To improve outcomes and close the gap in RWM with a particular focus on writing. To increase the percentage of disadvantaged children achieving the expected standard in reading, writing and maths at the end of KS2.	- Statutory assessments show an increase in the percentage of children achieving the expected standard in R & W but not maths - Reading from 7/18 = 39% to 9/18=50% - Writing from 4/18=22% to 7/18=39% - Maths from 8/18=44% to 6/18=39% - Progress in writing. - Writing from 4/18=22% to 7/18=39% - Writing outcomes for all children including disadvantage pupils improve. - Small step progress (punc, gram & spelling) can be seen in books, but not translated into levels for PP children - Reading outcomes for disadvantaged pupils improve. - Reading from 7/18 = 39% to 9/18=50%
To increase the proportion of pupils in the EYFS achieving a GLD in literacy so that attainment is more in line with the other strands.	- Assessment data will show an increase in the proportion of pupils in the class at EXS compared to their starting points. 69% in reading & writing - Outcomes in the literacy strand will be closer in line with the other strands. Interventions show positive impact. - Yes – communication 100%.  EYFS data 2025.pdf
To provide targeted intervention and support to quickly address identified gaps in learning so those children who have fallen behind make accelerated progress.	Children make progress and are catching up or exceeding prior attainment standards based on termly assessments.
Pupils and families with identified social, emotional or mental health needs are well supported by school staff and/or other agencies so that needs are met and barriers removed or alleviated.	- Pastoral lead was employed and was successful working with families and identified children needing additional support. Barriers to learning are reduced or overcome. - Improved social and emotional outcomes for children as they had time to process their emotions. Children have improved self-esteem and self-confidence.

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	The whole school attendance data is at least 96.7% (aspirational) and persistent absence is below 3.4%. See attendance report from DfE. 8.%20Attendance% 20Comparison%20Si
Children will have a full, balanced, enriched curriculum and have access to a wide range of opportunities and extra- curricular activities.	- Children have a full and balanced curriculum with the same opportunities as other pupils whether they are in receipt of pupil premium or not. - Children are exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day. - Increased learning experiences and widened horizons improve enthusiasm and engagement in learning.