

Pupil premium strategy statement – John Blow 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	191
Proportion (%) of pupil premium eligible pupils	17.2%
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	October 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Governing Body
Pupil premium lead	B Barnard
Governor / Trustee lead	S LePlanche

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36,360
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£36,360

Part A: Pupil premium strategy plan

Statement of intent

We ensure that teaching and learning opportunities meet the needs of all pupils, with a clear focus on diminishing the gap between children in receipt of Pupil Premium (PP) funding and those who are not — in relation to their academic outcomes, aspirations, and attitudes to learning.

In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged, and that not all pupils who are socially disadvantaged are registered for or qualify for free school meals. Our approach therefore ensures that support and intervention extend to all pupils identified as disadvantaged, enabling as many as possible to benefit from our strategy.

Ultimate Objectives

Our ultimate objectives for disadvantaged pupils are to:

Achieve consistently strong academic progress and attainment across all subjects, particularly in reading, writing, and maths.

Develop the metacognitive, self-regulatory, and language skills needed to become confident, independent learners.

Strengthen pupils' engagement, self-belief, and aspirations so they can fully participate in all aspects of school life.

How Our Strategy Works Towards These Objectives

Our Pupil Premium Strategy is built around evidence-based approaches identified by the Education Endowment Foundation (EEF). It focuses on three complementary strands:

High-Quality Teaching: Embedding metacognition, self-regulation, and structured collaborative learning across the curriculum, alongside consistent, high-quality feedback that helps pupils know how to improve and act upon it.

Targeted Academic Support: Delivering small-group and one-to-one interventions in key areas such as reading comprehension, oral language, and mathematics, ensuring disadvantaged pupils receive the personalised support they need to close gaps quickly.

Wider Strategies: Providing structured opportunities to build vocabulary, confidence, and communication skills across enrichment, mentoring, and extracurricular activities, fostering inclusion and a sense of belonging.

Key Principles of Our Strategy Plan

Equity through excellence: High-quality teaching benefits every pupil but has the greatest impact on those who are disadvantaged.

Evidence-informed decisions: All actions are rooted in the EEF Toolkit and national research, ensuring resources are directed where they have proven impact.

Sustained improvement: We aim for long-term, embedded change through professional development, consistency of approach, and continuous evaluation of impact.

Whole-school commitment: Every member of staff is responsible for the progress and wellbeing of disadvantaged pupils.

Early and targeted intervention: We act quickly to identify gaps, providing the right support at the right time to prevent disadvantage from widening.

Through these principles and approaches, we aim to ensure that all pupils — and especially those facing disadvantage — achieve highly, develop independence and resilience, and are fully equipped for the next stage of their education and life beyond school.

Challenges

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

Challenge number	Detail of challenge
1	Limited metacognitive and self-regulation skills – many disadvantaged pupils, particularly PP boys, struggle to plan, monitor, and evaluate their own learning, leading to surface-level engagement rather than strategic, independent learning.
2	Weak reading comprehension and literacy skills – persistent gaps in reading and writing reflect limited vocabulary, difficulties with inference and summarising, and a lack of effective comprehension strategies.
3	Underdeveloped oral language and communication skills – weaker spoken vocabulary and limited structured discussion opportunities hinder pupils' ability to articulate understanding, reason verbally, and transfer ideas into writing.

4	Inconsistent use of high-quality feedback – feedback is not always specific or acted upon, meaning disadvantaged pupils may not clearly understand how to improve or may lack the confidence to do so.
5	Variable engagement and participation in collaborative learning – without structured roles and accountability, disadvantaged pupils may become passive in group settings, missing opportunities to learn from peers and develop reasoning skills.

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
Pupils demonstrate greater independence and confidence in planning, monitoring, and evaluating their learning.	<ul style="list-style-type: none"> <input type="checkbox"/> Pupils can articulate what they are learning, how they will approach it, and how to check their progress. <input type="checkbox"/> Lesson observations show explicit use of metacognitive talk and reflection routines. <input type="checkbox"/> Work scrutiny indicates improved self-editing and evidence of pupils acting on feedback.
Improved reading comprehension and writing outcomes, particularly among disadvantaged and PP boys.	<ul style="list-style-type: none"> <input type="checkbox"/> Reading and writing attainment for PP boys rises towards or above national averages. <input type="checkbox"/> Internal assessments show narrowing of the gap between PP and non-PP pupils. <input type="checkbox"/> Lesson monitoring shows consistent use of explicit reading strategies (inference, summarising, questioning).
Enhanced vocabulary and oral expression, leading to stronger participation and reasoning across subjects.	<ul style="list-style-type: none"> <input type="checkbox"/> Pupil discussions show increased use of subject-specific vocabulary. <input type="checkbox"/> Learning walks and observations show structured talk routines embedded in lessons. <input type="checkbox"/> Assessment tasks reflect improved clarity and precision in oral and written responses.
Feedback is consistently acted upon, resulting in more rapid progress and clearer understanding of next steps.	<ul style="list-style-type: none"> <input type="checkbox"/> Work samples show visible improvement following teacher feedback. <input type="checkbox"/> Pupil voice indicates understanding of feedback and next steps.

	<ul style="list-style-type: none"> □ Lesson observations and book reviews show regular opportunities for pupils to respond to feedback.
Increased engagement and collaboration, with disadvantaged pupils contributing actively and learning effectively alongside peers.	<ul style="list-style-type: none"> □ Pupil engagement measures (e.g., observations) show increased active involvement of PP pupils. □ Group work is purposeful and inclusive, with all pupils contributing. □ Pupil surveys and teacher feedback indicate improved confidence and sense of belonging in learning activities.

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: £2064

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed metacognitive and self-regulation strategies across all subjects, with teachers modelling planning, monitoring, and evaluating learning.	EEF Toolkit: Metacognition & Self-Regulation (+7 months) — high impact, low cost; supports pupils in becoming more independent, reflective learners.	1 (Limited metacognitive/self-regulation skills)
Provide high-quality, timely feedback that is specific, actionable, and includes opportunities for pupils to respond.	EEF Toolkit: Feedback (+6 months) — consistently shown to improve outcomes when feedback is clear, focused, and followed up.	4 (Inconsistent use of feedback)
Implement structured collaborative learning routines with clear roles and accountability to	EEF Toolkit: Collaborative Learning (+5 months) — promotes reasoning, explanation, and engagement, particularly for disadvantaged pupils.	5 (Variable engagement and participation)

ensure full participation.		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £29,296

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver small-group reading comprehension sessions focusing on inference, summarising, and questioning to close literacy gaps.	EEF Toolkit: Reading Comprehension Strategies (+6 months) — highly effective when linked to curriculum texts and taught explicitly.	2 (Weak reading comprehension and literacy skills)
Use oral language interventions (structured talk, vocabulary extension, dialogic questioning) to develop vocabulary and comprehension, including emotional intelligence.	EEF Toolkit: Oral Language Interventions (+6 months) — particularly beneficial for pupils with limited vocabulary or weaker communication skills.	3 (Underdeveloped oral language and communication)
Integrate metacognitive approaches into targeted literacy and maths intervention sessions to strengthen problem-solving and reflection.	EEF Toolkit: Metacognition & Self-Regulation (+7 months) — helps pupils become strategic learners beyond the classroom.	1 (Limited metacognitive/self-regulation skills)
Implement targeted small-group teaching in KS2 to address gaps in reading, writing, and maths — led by teachers or trained support staff, using structured, evidence-informed materials.	Implement targeted small-group teaching in KS2 to address gaps in reading, writing, and maths — led by teachers or trained support staff, using structured, evidence-informed materials.	Implement targeted small-group teaching in KS2 to address gaps in reading, writing, and maths — led by teachers or trained support staff, using structured, evidence-informed materials.

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

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed structured talk and vocabulary-building activities within enrichment, mentoring, and wider curriculum sessions.	EEF Toolkit: Oral Language Interventions (+6 months) — improves language comprehension and confidence, especially for disadvantaged pupils.	3 (Underdeveloped oral language and communication)
Use mentoring and pupil conferencing to reinforce feedback and metacognitive reflection across subjects.	EEF Toolkit: Feedback (+6 months) and Metacognition & Self-Regulation (+7 months) — supports transfer of learning strategies and self-awareness beyond lessons.	1 & 4 (Metacognition and feedback challenges)
Promote collaborative and peer learning opportunities in extracurricular contexts to strengthen engagement and belonging.	EEF Toolkit: Collaborative Learning (+5 months) — improves motivation, relationships, and learning confidence.	5 (Variable engagement and participation)

Total budgeted cost: £ 36,360

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Foundation Stage:

All children GLD	57.14%
PP GLD	66.67%
NON PP GLD	56%

KS1:

EXS+	Reading	Writing	Maths
All children	74%	74%	87%
Boys PP	N/A	N/A	N/A
Girls PP (2 pupils)	50%	50%	50%
PP	50%	50%	50%

KS2:

	Reading	Writing	Maths
All children	74%	78%	78%
Boys PP (1 pupil)	100%	100%	100%
Girls PP (2 pupils)	50%	50%	50%
PP	67%	67%	67%

Attendance 2024-2025

Whole school: 96.06%

PP: 94.6%

Y1-6

Subject % All % PP % PP Boys % PP Girls

Reading 71.1% 62.7% 25.0% 81.4%

Writing 72.4% 62.7% 25.0% 81.4%

Maths 77.4% 58.5% 50.0% 62.3%

Whole school trends

- **All pupils (non-PP + PP):** Maths is strongest (77.4%), then Writing (72.4%), then Reading (71.1%).
- **There is a solid upward trend in attainment overall as pupils move through the school.**

PP trends

- **Gap between PP and All pupils:**
 - Reading & Writing: PP is about 9 percentage points behind all pupils.
 - Maths: PP is almost 19 percentage points behind.
- **PP Girls are driving PP attainment:**
 - Reading/Writing: PP Girls very high (81.4%) — they actually outperform the “All pupils” average.
 - Maths: Still strong (62.3%), but below the school average.
- **PP Boys significantly underperform:**
 - Reading/Writing: Only 25% at ARE — a very concerning gap vs. both All and PP Girls.
 - Maths: Better at 50%, but still well below All pupils (77%).

Key gaps to highlight

1. **Gender gap within PP:**
 - PP Girls outperform PP Boys by **~56% in Reading/Writing** and **~12% in Maths**.
2. **Subject gap within PP:**
 - PP attainment in Maths (58.5%) lags behind Reading/Writing (62.7%).
 - For PP Boys, Maths is actually their best subject, but they’re still far behind.
3. **PP vs Non-PP gap:**
 - School-wide gap between PP and all pupils is smaller in Reading/Writing, but larger in Maths.

Summary of trends:

- **Strengths:** Maths is the strongest subject overall; PP Girls are achieving at or above the school average in Reading/Writing.
- **Weaknesses:** PP Boys are the most vulnerable group, especially in Reading/Writing; the PP vs non-PP gap is widest in Maths.
- **Implications:** Targeted interventions for **PP Boys** (particularly in literacy) and for **PP pupils in Maths** would likely have the most impact on closing the gap.

How our strategies help with our specific gaps

- **Closing the PP Boys gap in Reading & Writing:**
PP boys may lack effective strategies for comprehension, editing, planning writing, or metacognitive awareness of where they get stuck. Metacognitive instruction and scaffolding can help them become more deliberate learners.

Also, embedding **talk and structured peer discussion** could help them articulate understanding, develop vocabulary, and benefit from collaborative scaffolding.

- **Elevating PP performance in Maths:**

Though Maths is your strongest overall, the PP gap is still large. Metacognition is also useful in mathematics — teaching students to think about problem-solving steps, monitor their reasoning, and reflect on mistakes.

Collaborative learning (thinking together, explaining reasoning) is often effective in maths too.

- **Sustaining high performance in non-PP groups:**

These strategies don't just benefit disadvantaged pupils — they generally lift overall teaching and learning quality when embedded well.

Review summary of last cycle

Outcome Area	Summary
Oral language and writing	Early years interventions effective; KS1/2 writing gap
Reading attainment	Reading gap narrowing, particularly in KS2
Maths attainment	Stronger in KS2; KS1 gap improving
Wellbeing and enrichment	Engagement high; attendance variable
Parental engagement	Relationships improved; attendance remains a challenge (Individuals)

Overview

- **Strengths:** Early Years interventions, targeted small-group teaching, and oral language strategies have had a measurable impact — PP outcomes are improving with age, particularly in reading and maths.
- **Developing Areas:** Writing remains the most significant academic gap; attendance and consistency in parental engagement need continued focus.
- **Next Steps:** Continue targeted intervention in KS1 literacy, expand structured oral language support, and reinforce attendance and wellbeing strategies for persistent absentees.

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
ELSA	NCC
SUMDOG	Sumdog Ltd

Spelling Shed	Edshed
Little Wandle	Badger Learning
ClassDojo	AWS
Sports: Tag Rugby, Tennis, Cricket, Multi-skills, Frisbee, Golf,	Local sports clubs/providers
Arts: Dance, Drawing, Music, Choir	Independent providers, INSPIRE, Pantomime, M&M productions

