

Pupil premium strategy statement 2026-2029

This statement details John Hellins Primary School's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in 2024/25 and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	John Hellins Primary
Number of pupils in school	200
Proportion (%) of pupil premium eligible pupils	5.5% (11/200)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2026-2029
Date this statement was published	July 2026
Date on which it will be reviewed	July 2029 (the aims cover 3 years but we have focused on a funding overview for one year)
Statement authorised by	Jodie Matthews
Pupil premium lead	Gill Wilcox
Governor / Trustee lead	Alan Davies

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (26/27}	£20,150
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	£20,150

Part A: Pupil premium strategy plan

Statement of intent

At John Hellins Primary, we embrace high aspirations and ambitions for all of our children and our intention is that learners across the school, irrespective of their background, will be given the opportunities to maximise their progress. We aim for all our pupils to achieve or exceed the expected attainment, across all subject areas for their age group. The focus of our pupil premium strategy is to support disadvantaged children to achieve this goal.

Our Pupil Premium strategy aims to ensure that disadvantaged pupils make good progress, achieve well, and develop the knowledge, skills, confidence, aspiration and experiences needed to succeed. Funding will be used effectively to remove barriers to learning, improve outcomes, and provide equitable opportunities for all pupils.

While not every pupil eligible for Pupil Premium will experience the same challenges, there are a number of common barriers to learning that can disproportionately affect this group. The challenges outlined below reflect those most frequently identified within our school and through national research, however, they are not exhaustive, and individual pupils may experience additional or different barriers.

Our approach is centred on understanding the unique needs of each pupil. Through careful identification of individual barriers, we aim to implement targeted, evidence-informed support that reduces their impact, enabling every child to access the curriculum, achieve their potential, and thrive both academically and personally.

We identify challenges that need to be addressed and prepare and adjust provision as required. Central to the success of the pupil premium strategy, is the high focus on quality first teaching where staff undertake responsibility for the ongoing progress of the vulnerable children in their class. 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. High quality teaching is essential for all. The activity we have outlined in this statement is therefore also intended to support children's needs, regardless of whether they are disadvantaged or not.

In addition to this, we deliver targeted academic support for pupils who are not making the expected progress, as well as addressing non-academic barriers to attainment such as attendance, behaviour, well-being, parental support and communication skills.

Early identification and timely action are central to our approach. While the priorities and actions outlined within this strategy provide a consistent framework for supporting all eligible pupils, we recognise that every child has unique strengths and needs. Consequently, support is tailored at an individual level, with additional or adapted

interventions implemented where appropriate to ensure that barriers are addressed promptly and effectively, enabling each pupil to flourish both academically and personally.

Whilst recognising common challenges faced by our disadvantaged pupils, we also analyse and respond to the individual needs of our vulnerable children. The 'success for all' culture embedded at John Hellins, drives the whole school approach.

Through our reporting, we demonstrate how and why, this funding has been spent, using research to guide our decisions. We ensure robust monitoring and evaluation takes place in order to account for the use of the Pupil Premium.

Challenges

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

Challenge number	Detail of challenge
1	Attainment and Progress Gaps Some disadvantaged pupils enter school with lower starting points or experience slower rates of progress compared with their peers, particularly in reading, writing, and mathematics.
2	Reading Fluency and Language Development Some disadvantaged pupils have weaker vocabulary, oracy, reading fluency, and comprehension skills, affecting access to the wider curriculum.
3	Attendance, Engagement and Pupil Wellbeing Some disadvantaged pupils experience barriers linked to attendance, punctuality, emotional wellbeing, or engagement with learning, especially where parents have had negative experiences of school or do not value education.
4	Access to Wider Experiences and Enrichment Some disadvantaged pupils have fewer opportunities to access enrichment activities, trips, clubs, and cultural experiences.
5	Aspiration Some disadvantaged pupils experience barriers linked to low family aspiration and low teacher aspiration.
6	Overlapping Factors Some pupils experience multiple layers of disadvantage, including SEND, EAL or SEMH. Where disadvantage and other barriers overlap, barriers to learning can be greater and require coordinated academic, wellbeing, health and family support where appropriate.

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
Develop and improve parental relationships	- Attendance for disadvantaged pupils improves and persistent absence reduces. - Families engage more consistently with school support, review meetings and external services where appropriate. - Families become involved with school life – attendance at events etc.
School to have the highest academic expectations and aspirations for all disadvantaged pupils – always aiming for GD	- The attainment gap between disadvantaged pupils and non-disadvantaged pupils narrows year-on-year - Disadvantaged pupils make progress in line with or above national expectations. - A higher proportion of disadvantaged pupils achieve expected standards at the end of key stages. - Intervention tracking demonstrates improved outcomes for disadvantaged pupils. - Disadvantaged pupils make accelerated progress in reading. - Phonics screening outcomes improve for disadvantaged pupils. - Pupils demonstrate improved reading confidence, fluency, and comprehension.
Change family and child views about education and the importance of it	- Attendance for disadvantaged pupils improves and persistent absence reduces. - Increased parental aspiration for their children, demonstrated through parent feedback and discussion. - Pupils report improved wellbeing and belonging. - Pupils demonstrate increased engagement in lessons, evidenced through learning walks, pupil voice and behaviour records. - Families engage more consistently with school support, review meetings and external services where appropriate. - Increased engagement with reading activities and home work
Raise aspirations of disadvantaged children about their future and employment	- Disadvantaged pupils participate in enrichment opportunities at a rate comparable with their peers. - Pupils develop confidence, teamwork, and wider skills. - Increased participation in clubs, trips, and wider school opportunities. - Increased aspirations demonstrated through pupil voice, with disadvantaged pupils able to identify future education or career aspirations and the steps needed to achieve them. - All disadvantaged pupils in relevant year groups attend planned university visits and complete follow-up activities and discussions. - Disadvantaged pupils show increased confidence, resilience and ambition, evidenced through pupil voice and mentoring feedback

	Year 6 disadvantaged pupils are well prepared for transition to secondary school, with pupils demonstrating confidence in discussing future goals and next steps
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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: £300 (NELI membership – other costs absorbed by teachers)

Activity	Evidence that supports this approach	Challenge number(s) addressed
- Deliver high-quality, evidence-informed teaching and targeted classroom support. - Have the highest expectations of disadvantaged children and always aim for GD (with awareness of overlapping disadvantage such as SEND, EAL). - Use regular assessment to identify gaps quickly - spotlight disadvantaged children and know their data - Ensure disadvantaged pupils are prioritised for additional support where appropriate. - Transition meetings to include targeted handover of disadvantaged children. - Increase opportunities for discussion, vocabulary and oracy development, and reading for pleasure. - Staff aware of language development requirement and proactively talk with disadvantaged children at every opportunity. - Update progress meetings to include disadvantaged children.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics EEF There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand EEF “Collaborative activities that provide opportunities to learn/hear language often also provide opportunities for wider learning through talk. Skills such as social awareness, relationship skills, and problem solving are developed, as well as knowledge.” Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk) “Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all” This academic year will focus on explicit instruction and spaced practice.	1, 2, 3, 4, 5

Oral 1:1 feedback to be given to disadvantaged children termly	EEF tiered approach - pg 5 https://-EEF high-quality-teaching There is extensive evidence to suggest that individualised feedback can have a significant impact on the progress of children's learning. Especially if the feedback provides specific information on how to improve. https://EEFfeedback	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £25151 (Staff Costs)

Activity	Evidence that supports this approach	Challenge number(s) addressed
- All disadvantaged children to have individual annual targets set by the Pupil and Family Wellbeing Lead. Individual targets to include vocabulary and oracy targets. - Oracy 20 day project. - Develop personalised support plans with clear targets which take into consideration all overlapping factors where appropriate. - Support families in promoting reading at home.	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 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) Targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) "Engagement in reading, framed by a desire to read for pleasure can mediate socio-economic status and may help address endemic inequalities." OECD 2021 There is extensive research explaining links between an enjoyment of reading and success in all areas of learning. Reading for pleasure: Recent research insights - Open Research Online	1 3

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

Budgeted cost: £26967 (Staff Costs)

Activity	Evidence that supports this approach	Challenge number(s) addressed
• Change child and family views and aspirations through relationships and engagement. Each disadvantaged child to have an adult mentor/champion within school and have half termly meetings to review targets and discuss aspirations. • Examine each family and focus on removing their specific barriers • Staff to get to know disadvantaged children well and support their passions and interests through book choices, activities etc. • Seek family views on school and aspiration • Staff to engage in regular conversations with disadvantaged pupils around school, proactively initiating discussions and talk (using knowledge of interests, engagement in funded enrichment activities etc.) • Increase cultural capital through trips and visits and experiences • Fund access to educational visits, clubs, music, sport, and enrichment opportunities (replace current voucher scheme with payment for all trips and visits and of one after school enrichment club)	Children settle into school life when they are feeling safe, listened to and confident. Mindset and emotional strength can impact on readiness to learn. Well considered individual or small group support can develop such a mindset. https://EEFone-to-one-tuition https://EEFmetacognition-and-selfregulation https://EEFbehaviour-interventions 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): EEF Social and Emotional Learning The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. 2024 Attendance guidance Carefully chosen first hand experiences can promote vocabulary rich opportunities for children. Visitors to school can enhance a project and extend subject knowledge. Sporting opportunities are not only beneficial for physical development but also social interaction and personal development. Visitors can inspire children and raise aspirations as they look to their own future and what could be achieved.	2 3 5

• Provide opportunities that develop cultural capital and wider knowledge. • After school enrichment opportunities to include cultural capital and talking opportunities • Wide range of employers, role models, ex pupils to visit school to discuss their education journey and employment. • Incorporate Oxford University visit into the Y4 Oxford school trip and arrange tour of University of Northampton for disadvantaged pupils. • Consider a mentoring scheme for Y6 disadvantaged pupils, linking them with work place mentors.		
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Total budgeted cost: £ Total £52418

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 2020 to 2021 academic year.

A robust PP strategy led from the top by the HT, Trained Senior MHL and PP lead, ensures all pupils irrespective of disadvantage are well supported to achieve goals and make good progress. The gap between PP and Non-PP continues to be minimal or non-existent.

During the academic year 25/26:

100% of children in receipt of PP left KS2 at the expected standard or above in reading writing and maths.

Internal assessments showed that some children in receipt of PP made accelerated progress

100% of our children in receipt of PP in Year 1 passed the phonics screening check

Across the whole of KS2, 87.5% of children in receipt of PP achieved the expected standard or above in reading compared with 89% across the whole cohort

Across the whole of KS2, 87.5% of children in receipt of PP achieved the expected standard or above in writing compared with 87% across the whole cohort

Across the whole of KS2, 87.5% of children in receipt of PP achieved the expected standard or above in maths compared with 85% across the whole cohort

The average score in the Year 4 MTC of children in receipt of PP was 24 compared with the average of 23 across the whole cohort.

These outcomes have been a direct result of the quality first teaching, specific interventions provided and the continually growing relationships with the community. The wellbeing support is pivotal in ensuring all children are ready to learn.

The overall school attendance was 95.5% in 25/26, this was above the national average. For our children in receipt of PP the attendance was 95%, also above the national average. This includes a child with life limiting medical needs who has lengthy absences due to his condition. This gap is narrower than in previous years and is very close to the attendance data for our overall school attendance. We will continue to monitor attendance so we can sustain this change.

*Pupil Premium Plus data has been excluded due to the child identification that this would create.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	