

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery 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
School Name	John Wood School and Nursery
Number of pupils in school	300
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers	2023 – 2024 2024 – 2025 2025 – 2026 (this year)
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Julie Davis (Principal)
Pupil premium lead	Kadia Aidoo (AHT)
Governor / Trustee lead	Oaysis McGill-Reid

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 115,140
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£115,140

Part A: Pupil premium strategy plan

Statement of intent

At John Wood School and Nursery, we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our ultimate objectives for our disadvantaged pupils are:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world

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 and 1:1 tuition
- Target funding to ensure that all pupils have access to trips, residential, first-hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principals:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the class pupil premium plan specific intervention and support for individual pupils which will be reviewed at least termly. 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.

Challenges

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

Challenge number	Detail of challenge
1	Speech, language and communication. Oral language skills and development in EYFS and KS1. This impacts on reading and writing in later years.
2	English as an additional language
3	Social, emotional and mental health
4	Gaps in reading, writing, maths and phonics
5	Attendance and punctuality
6	Access to wider opportunities
7	Parental engagement

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
1 - To improve pupils' oracy skills and support language development in EYFS.	Termly attainment and progress measures evidence that any gaps in attainment are closing. Increase in the number of disadvantaged pupils making GLD in Reception.
2 – To raise attainment for pupils for whom English is an addition language, including those new to English.	Termly attainment and progress measures evidence that any gaps in attainment are closing. Increase in the number of EAL pupils passing the Phonics Screening Check in Year 1 as well as reaching EXS and GDS at the end of KS1 and KS2.
3 - To support the emotional and social needs in order to reduce barriers to learning.	Mental Health training for key staff. Counsellor. ELSA support. Play Therapy.
4 – To raise attainment for disadvantaged pupils in all year groups in RWM to eliminate any gaps between disadvantaged and non-disadvantaged pupils. Address gaps in learning due to school closures and address any misconceptions.	Book scrutiny evidence. Termly attainment and progress measures evidence that any gaps in attainment are closing. Increase in the number of disadvantaged pupils reaching EXS and GDS at the end of KS1 and KS2.
5 - For attendance of our PP children to be no lower than the attendance for non-PP children. For attendance to be 'good' compared to national attendance.	Attendance is in line with non-disadvantaged pupils. Attendance target is 97%, or at least close to. Reduction in the number of persistent absentees.
6 - For pupil premium children to enjoy the wide range of enrichment activities	Cultural capital increased. Increased % of PP children attending extra-curricular clubs and attending the Y6 residential

	*Discounts in line with our charging policy will continue to apply to pupil premium families for all enrichment opportunities to include trips and visits.
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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: £9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing CPD to improve phonics teaching and reading. (£3,000) Leadership release to embed phonics and reading teaching and learning. (£3,000)	*EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. *Sutton Trust – quality first teaching has direct impact on student outcomes.	3
CPD on core and foundation subjects to develop staff subject knowledge and approaches to teaching in a wide range of areas including subscription to the National College (£3,000)	CPD to develop teacher's knowledge and teaching strategies. The Sutton Trust confirms that good teachers are especially important for pupils from disadvantaged backgrounds, and through quality teaching first provide a consistently high standard, through setting expectations, monitoring performance, tailoring teaching and support to suit their pupils and sharing best practice	3

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

Budgeted cost: £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase web-based programs to be used in school and at home. • Big Cat Reading • TT Rock Stars • RWI Phonics E-Library • Collins Treasure House • Flash Academy EAL • Learning by Questions (£13,000)	*EEF toolkit – parental engagement *EEF guide to pupil premium – targeted academic support EEF – digital technology – clear evidence technology approaches are beneficial for writing and maths practice.	3, 6
HLTA delivers interventions 3 days a week to pupils identified as in need. (£30,000)	EEF – oral language interventions consistently show positive impact on learning. High quality small group interventions Specialist therapists will train up staff they work with in school, therefore upskilling them and increasing their knowledge.	1, 3
Speech and language therapist supports TAs to plan and deliver speech interventions. (£7,000)	EEF – oral language interventions consistently show positive impact on learning. High quality small group interventions Specialist therapists will train up staff they work with in school, therefore upskilling them and increasing their knowledge.	1,2,3
Focus reader groups to be providing children, who are low attaining in reading and phonics, the opportunity to read more with an adult. (£10,000) Purchase of Phonics books and Big Cat Reading books for KS2 (£10,000)	EEF shows that oral interventions have an impact of +5 months. Children that do not read regularly will be able to develop fluency with further support in school.	1, 3

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

Budgeted cost: £37,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fund cost of out of school trips/experiences, sports clubs and other after-school clubs as well as the Year 6 residential trip. (£3,000)	Time for ongoing professional dialogues regarding further support for these children will help to keep this a priority. There is a collected responsibility for PP children's progress in order to make accelerated progress. Staff will know who they are, their barriers to learning and any strategies needed to meet their educational and emotional needs.	5
Cultural capital experiences promoted in the curriculum across all year groups throughout the year. (£7,000)	Learning is contextualised in concrete experiences and language rich environments. Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils. Pupil surveys reflect greater enjoyment and engagement in school. Enrichment activities offer children a context for leaning and a stimulus to trigger their interest which can be evidenced in pupil books and data. EEF – sports participation increases educational engagement and attainment. EEF – outdoor adventure learning shows positive benefits on academic learning and self -confidence.	5
Fund element of uniform for each PP child. (£2,000)	Families eligible for PP do not always notify the school of their status and receive help so an incentive is used to encourage parents to apply and provide an additional but necessary piece of school uniform.	6
Mentoring for pupils and dedicated workshops for vulnerable pupils through Palace for Life Foundation (£5,000)	EEF – sports participation increases educational engagement and attainment. EEF – outdoor adventure learning shows positive benefits on academic learning and self -confidence. Behaviour and mental-health support - a qualified coach to be allocated to those children who require additional support (pupil premium/FMS/vulnerable children prioritised).	3
Family Champion & Attendance Officer (£5,000) and attendance incentives (£2,000)	EEF - parental engagement. We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes: - approaches and programmes, which aim to develop parental skills such as literacy or IT skills	4, 6

	- general approaches which 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	
Play Therapist (£13,000)	EEF - Social and emotional Learning - interventions, which target social and emotion learning seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. Behaviour and mental-health support - a qualified counsellor to be allocated to those children who require additional support (pupil premium/FMS/vulnerable children prioritised).	2

Total budgeted cost: £116,000

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.

Measure	Activity	Outcomes
Diminish the gap in attainment between disadvantaged pupils and non-disadvantaged pupils	•Baseline assessments to establish year groups key areas for development. •Termly monitoring of attainment levels - comparing PPG children to non-PPG peers. •PPM focus on disadvantaged pupils, including them within focus groups that will be given additional support within class. •CPD to be given to support staff to develop their understanding of marking and feedback, inclusive classrooms, and quality first teaching. •New to Year Group teaching staff to be mentored by senior leaders to help improve quality of teaching •Development of the feedback children are given including CPD for teachers to better understand how children can progress within their learning through the use of feedback.	Attainment levels from summative NFER and statutory SATs show that overall PPG children achieve roughly in-line with their peers. This shows that the work completed within the school is working towards diminishing the gap between disadvantaged children and their non-disadvantaged peers. Outcomes in EYFS were above national (GLD 72%). Phonics results in Y1 were above national (86% of all pupils passed the phonics screening check). Y4 MTC data above national and Croydon averages. This year we are continuing our partnership with Wandle English Hub, who are supporting us in the areas of early reading and phonics. We are also taking part in the NCETM Mastering Number for EYFS and KS1 to secure basic number skills and develop number sense in our pupils.

Measure	Activity	Outcomes
Improve personal, social, and emotional skills for pupils eligible for PP through focussed interventions.	•Development of the PSHE curriculum to include weekly lessons that will support children in developing their personal, social, and emotional skills. •CPD given to staff on the identification of children who have been adversely affected by lockdown and the support the school can give them. •Workshops to be provided for parents/carers on the importance of mental health. •To provide specific social and emotional interventions for PPG children who require additional support with this area. This would be led by the school's pastoral care worker.	PSHE curriculum has been implemented across the school and is now embedded within all classes. CPD has been given to staff to address and support PPG children through Zones of Regulation. Mental Health Champions have been introduced to help pupils at breaktime and lunchtime. MHST, Play Therapy and ELSA support has been successful in supporting the mental health needs of PP pupils and is continuing this year. Speech and Language interventions have been successful too and are continuing this year with three staff members now trained to deliver interventions. Newsletters are sent to parents weekly and contain information about PSHE, safeguarding and mental health. Workshops take place regularly throughout the school year.