

Ingrave Johnstone C of E Primary School

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Ingrave Johnstone C of E Primary School
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/2026 to 2028/2029
Date this statement was published	January 2026
Date on which it will be reviewed	July 2026
Statement authorised by	Mr Rogers, Headteacher
Pupil premium lead	Mrs Bryant Berkin, Inclusion Manager
Governor lead	Mrs Fox, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31,815
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	31,815

Part A: Pupil premium strategy plan

Statement of intent

At Ingrave Johnstone C of E Primary School we want to enable all of our pupils to develop the key skills, knowledge, understanding, attitudes and aspirations, that will enable them to thrive and succeed as life-long learners, in a rapidly changing and challenging world.

We are an inclusive school, and through our Christian Vision of 'We can do everything together, loving and learning through God' we want to ensure that all of our pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas in school. The main priority of our pupil premium strategy is to support all of our disadvantaged pupils to enable them to reach this potential, including progress for pupils who are high attainers.

We aware that we have children from a wide variety of contexts and we will seek to always consider the challenges faced by our vulnerable pupils, such as those who have a social and emotional needs and young carers. The strategy contained within this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is key to our approach at Ingrave Johnstone, with a clear focus on areas in which disadvantaged pupils require the most support. This will 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 our intended outcomes detailed below is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy also continues to be an integral part of our wider school plans for education recovery following the COVID-19 outbreak and the very real disruption caused by this. This includes targeted support from qualified teachers and teaching assistants for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be flexible and adaptable to challenges and individual needs, underpinned by effective diagnostic assessment. The approaches we have adopted complement each other to help pupils achieve their very best. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Increased numbers of pupils entering the EYFS with speaking and listening skills below their developmental age and stage. A lack of early language skills within the early years impacts on pupils' ability to hear sounds when practising blending and segmenting. This impacts significantly on early reading and fluency.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Pupils achieve well at the end of Key Stage 2 at the expected standard in reading but this is not reflected in the outcomes for pupils at greater depth in reading for our disadvantaged pupils due to gaps in their learning and the impact of school closures over the last two years.
4	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted in the long term to a greater extent than for other pupils following Covid-19. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing and maths.</p>
5	<p>Our attendance data over the three academic years 2022-2025 indicates that attendance among disadvantaged pupils has been between 75.3 and 87.1%. 15-56% of persistent absentees have been disadvantaged pupils over the last 3 years. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p> <p>Over the academic year 2024-2025, 15.3% of the persistent absentees were disadvantaged, but the profile over the 3 years is very variable, depending on the number of disadvantaged pupils in a particular cohort.</p>

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved rates of phonic acquisition and spelling among disadvantaged pupils	KS1 phonics outcomes and GPS outcomes in Key Stage 2 in 2025/26 show that more than 75% of disadvantaged pupils met the expected standard.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2025/26 show that more than 75% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2025/26 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2025/26 demonstrated by: <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 96%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 5%. the percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 30% lower than their peers.

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: £2650

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue implementing and using resources from the Read Write Inc Phonics scheme to support a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>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</p>	2
<p>Purchase enrolments for Accelerated Reading programme for all pupils.</p>	<p>The EEF's Teaching and Learning Toolkit highlights that approaches supporting reading comprehension can, on average, deliver an additional 6 months progress. The first EEF-funded efficacy trial of AR found pupils who received the programme made three months of additional progress in reading comprehension. Accelerated Reader (re-grant) EEF educationendowmentfoundation.org.uk</p>	2
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff, such as using Essex's Trauma Perceptive Practice (TPP) approach.</p> <p>TA training in ELSA</p>	<p>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.pdf(educationendowmentfoundation.org.uk)</p>	3

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

Budgeted cost: £23,215

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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	2,3
Use of school-led booster sessions in KS2. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition 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) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	3,4

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

Budgeted cost: £5,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued professional development on Trauma Perceptive Practice and training on Disadvantaged for new staff, with the aim of continuing to support an inclusive whole school approach to mental health and well-being to support	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.	4

<p>all pupils across the school, including disadvantaged pupils and those especially affected as a result of the pandemic and on-going difficulties.</p>	<p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and training the new attendance officer to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>5</p>

Total budgeted cost: £31,815

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.

Throughout the academic year 2025-2026, we continued focussing on the development of the whole-school curriculum, with particular subjects being improved across the school. High-quality teaching remained, and remains a continued focus and strength across the school, which was reflected in the July 2024 Ofsted inspection.

Similarly to last year, subject leaders have continued attending professional development meetings held across local settings. This has helped the continuation of good practice being shared, as well as helped Ingrave Johnstone to select the appropriate schemes of learning to accompany certain subjects, such as Geography and Art. Subject leaders have held staff training sessions at Ingrave Johnstone for their subjects this year too and have also attended subject leader cluster meetings.

We have continued to implement the Essex approach of Trauma Perceptive Practice (TPP), with the most staff members having received all nine elements of the original training. We will be training new members of staff in TPP across the year, so that a consistent approach continues to be adopted. The SENCO and HT will also receive training on Ready to Regulate to support and enhance existing TPP practice and external experts will also be sought to provide CPD from school staff. Whilst TPP is an approach applicable for the whole-school population, we have found it particularly pertinent to those who are disadvantaged at our school.

The impact of the support detailed above has been significant upon the results across all key stage measurements. In Year 1, 72% of pupils passed their Phonics screening check, with the national average being 80%; which means 40% of the children on the Pupil Premium register passed their Phonics screening (cohort of 5) – the national average for this result for disadvantaged pupils was 67%. However, the 60% who were not at ARE are all SEN children who are in the process of having EHCPs due to their level of need. These children will continue to receive targeted extra phonic support in Year 2.

In Key Stage 2, for the Year 4 multiplication check in 2025, the mean average score was 22.4, against a national score of 21.0. Of the 3 disadvantaged pupils, 1 was at the national average, one is a child with SEN and 1 child had only just joined the school soon before the test and came to use below age related expectations.

In the KS2 SAYS at Year 6, 84% were at age-related expectations for reading, compared to

the national figure of 75% and 88% for GPS, compared to the national average of 73%. The figures for writing were 72%, in line with national at 72% and for Maths were 88% achieving age related expectations, compared to the national average of 74%. The scaled scores for Reading was 109, GPS was 109 and Maths was 108, all of which were above the national averages. The combined attainment was 72%, compared to 62% nationally.

There were no disadvantaged pupils in the Year 6 cohort 2024-25.

