

# John Mayne C of E Primary School



## Pupil Premium Strategy Statement

**2025-26**

John Mayne is an outward looking school at the heart of the village community. Guided by the example of Jesus, every child is individually known and nurtured.

Our aspirational curriculum offers a breadth of opportunities to widen experiences, create a love of learning, and develop the courage to live life to the full, enabling all to step forward with confidence.

Aspiring to live life in all its fullness.  
(John 10:10)

**Pupil premium strategy statement** This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	John Mayne C of E Primary
Number of pupils in school (October 2023 census)	96
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025-28
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Mrs Helen Tester Head teacher
Pupil premium lead	Mrs Elaine Stanford
Governor / Trustee lead	Marini Turrell

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31080
Recovery premium funding allocation this academic year	0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year.	£31080

# Part A: Pupil premium strategy plan

## Statement of intent

At John Mayne C of E Primary School, staff and governors are committed to meeting the pastoral, social and academic needs of disadvantaged children within the school environment. 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 step forward in confidence and live life to the full. We recognise that disadvantaged children can face a wide range of barriers which may impact their learning.

Our chosen approaches are research based from the Education Endowment Foundation (EEF) with quality first teaching being the most important lever to improve outcomes for disadvantaged pupils. Using pupil premium to improve teaching quality benefits all pupils and has a particularly positive effect on children eligible for Pupil Premium. The school adopts a tiered approach to Pupil Premium Spending, balancing the approaches to improve teaching, targeted academic support and wider strategies.

## Challenges

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	<p>Raise the aspirations for all vulnerable children.</p> <p>A key principle from our values is to know and nurture ALL children, enabling them to step forward. Assessment data shows that disadvantaged children's attendance and attainment is lower than their peers with a detrimental effect. 45% of pupil premium children are behind their peers in reading, 32% in writing and 35% in Maths. In phonics 57% of the disadvantaged pupils did not meet the expected threshold.</p> <p>64% of our disadvantaged pupils with persistent absence have attainment below their age expectations. The challenge remains in raising the value of school attendance with parents of these vulnerable groups and therefore ensuring that they can make accelerated progress and are in school to access the interventions in place.</p>

2	<p>Cognition and Learning</p> <p>Early identification of children with persistent learning difficulties. ensure that SEND achieve the best outcomes and resources and advice is sought through the community of school and other outside agencies. Robust assessment, intervention timetabling and monitoring. CPD for all staff.</p> <p>Resources to provide alternative ways of recording learning.</p>
3	<p>Social, emotional and mental health.</p> <p>An increasing number of children are suffering from heightened anxiety There has also been an increased involvement of outside agencies with a high proportion of disadvantaged children scoring low when Boxall profiled. Children receiving play therapy are 100% are pupil premium, 50% accessing Drawing and talking are pupil premium and 20% of ELSA are pupil premium. Set up and development of nurture space and dedicated ELSA hut. Adaptation to curriculum to ensure all can access learning.</p>
4	<p>Increase attainment of disadvantaged pupils in KS1</p> <p>60% of KS1 are disadvantaged</p> <p>33% of the Year 1 cohort are disadvantaged and of that 33%, 50% of them are below age expectations in reading and writing.</p> <p>70% of the Year 2 cohort are disadvantaged and of that 70 percent, 70 percent of them are below age expectations in reading.</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
Raising aspirations for all	<p>Attendance of all disadvantaged will increase from 86.2% to 95%.</p> <p>Attainment will increase in reading writing and maths for all disadvantaged to 50% meeting age expected or above.</p>
Cognition and Learning	<p>Pupils who are working at least a year below their peers will have narrowed the attainment gap through having access to high quality, appropriate approaches to learning. Progress to be measured through small steps termly. All classes have regularly reviewed provision mapping and learning plans for supported pupils.</p>
Social, emotional and mental health.	<p>Disadvantaged children with SEMH will be identified and supported using an age appropriate wellbeing assessment tool. Play therapy provision to be in place for identified pupils. 1 ELSA trained TA supporting ELSA sessions on termly cycle. Drawing and Talking 6-week sessions provided for identified pupils. 1 TA to train to become a Thrive practitioner</p> <p>Dedicated space for nurture provision to be installed</p>
Increase attainment of disadvantaged pupils in KS1	<p>Embedded accredited systematic phonics programme across KS1.</p> <p>Identified pupils receiving regular support interventions with keep up and catch up phonics, regularly assessed.</p> <p>New starters in EYFS identified and are to revisit the whole of the phonics programme with class teacher to address any gaps in their phonics through additional phonics sessions</p> <p>Attainment gap closing for disadvantaged in KS1</p> <p>Phonics audit commissioned and subject lead is supported to review and implement action plan for rapid improvement in KS1 outcomes.</p> <p>Learning walks show language rich environments.</p> <p>Phonics outcomes improved to near national</p> <p>Teacher assessments and moderation shows improvement in writing.</p>

### 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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All KS1 and any new staff training in validated phonics programmes.</p> <p>English/Phonics leads release time to carry out termly assessments and organise keep-up and reading group timetables.</p> <p>Update training for reading group staff.</p>	<p>By ensuring high-quality phonics teaching the government wants to improve literacy levels to: give all children a solid base upon which to build as they progress through school help children to develop the habit of reading widely and often, for both pleasure and information</p> <p><a href="https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes">https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes</a></p> <p><a href="https://www.littlewandlelettersandsounds.org.uk/about-us/">https://www.littlewandlelettersandsounds.org.uk/about us/</a></p> <p>Appointed TA to oversee phonics catch up intervention groups.</p>	<p>1, 2, 4</p>
<p>ELSA training</p>	<p>Emotional Literacy Support Assistant training and group supervision - research based and led by an Educational Psychologist to enable school to support vulnerable children in their emotional needs.</p> <p><a href="https://www.elsanetwork.org/about/">https://www.elsanetwork.org/about/</a></p>	<p>3</p>

<p>Language through colour and Drawing Club is introduced in Early Years to support the language development of children. This will be followed with the implementation of Curious Quest in KS1 to follow the structure of writing.</p>	<p>Colourful Semantics approach uses colours to make the elements of sentences visual to use and understand; starting with the 4 main elements 'who, doing what, what and where' (nouns and verbs) then building up to add in adjectives, conjunctions, adverbs, and other important elements of a sentence.  <a href="https://www.plpcic.co.uk/news/the-power-of-colourful-semantics---a-language-intervention">https://www.plpcic.co.uk/news/the-power-of-colourful-semantics---a-language-intervention</a></p>	<p>1,2,4</p>
<p>Introduce talk for writing approach in KS2 to follow on from KS1 approaches.</p>	<p>Improve writing ability by giving pupils an understanding of the structure and elements of written language.  <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/talk-for-writing">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/talk-for-writing</a></p>	<p>1</p>

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

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>Interventions groups in phonics, reading and maths.</p>	<p>Catch up, pre-teach and booster group interventions make an impact when it is linked and in addition to normal lessons.  <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</a></p> <p>A greater need for implementing targeted programmes by TAs/HLTA  <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</a></p> <p>EEF Research Mastering the basics of reading</p>	<p>1,2, 4</p>

	<a href="https://educationendowmentfoundation.org.uk/news/phonics-mastering-the-basics-of-reading">https://educationendowmentfoundation.org.uk/news/phonics-mastering-the-basics-of-reading</a>	
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<p>Early identification and support for speech, language and communication difficulties.</p> <p>Release time for appointed staff to complete training, access resources and implement the Programme.</p>	<p>All EYFS children to be assessed using the Speech and Language Link assessment. Any difficulties will be addressed through small group and individual work. If limited progress after two terms discussions will be held with Link Speech and Language Therapist (with parental consent)</p> <p><a href="https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches</a> Communication and language approaches involve intentionally acting to develop young children’s understanding of language and their ability and confidence to use language, and other strategies, to communicate effectively. They are based on the idea that children’s language development benefits from approaches that support communication through talking and non-verbal expression.</p> <p>One member of staff to access NELI programme training with the view to implementing 2025/26 cohort. <a href="https://www.teachneli.org/what-is-neli/">https://www.teachneli.org/what-is-neli/</a></p>	1,2,4
<p>English Hub support for phonics.</p> <p>Provision of high quality decodable texts linked to the phonics teaching.</p> <p>Language rich environment</p>	<p>Kingsnorth English Hub support <a href="https://www.kingsnorth.kent.sch.uk/english-hub/how-we-can-support-you">https://www.kingsnorth.kent.sch.uk/english-hub/how-we-can-support-you</a></p> <p>Introduction of reading incentive ‘Bedtime Buddy’ to raise the profile of reading across the school.</p> <p>Writing shed with high quality resources to encourage independent writing in EYFS and KS1</p>	1, 4

ts to enhance vocabulary.		
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Play therapy	To increase pupil wellbeing and develop positive attitudes to learning.	1,2
Wider curriculum	Financially support access to: Music lessons Sports clubs School trips and residential	1,2

Emotional Literacy for 1 TA	<p>Social and emotional skills are essential for children’s development— they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person’s perspective, and communicate in appropriate ways.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</a></p> <p>Children learn better and are happier in school if their emotional needs are also addressed.</p> <p><a href="https://www.elsanetwork.org/elsa-network/">https://www.elsanetwork.org/elsa-network/</a></p>	1,2,
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Attendance Campaign	<p>Attendance shop initiative - children earning points for every register mark attended.</p> <p>Attendance incentives to ensure all children are able to celebrate their attendance. School Mascot celebration events for weekly class attendance winners.</p> <p>Attendance action planning to closely monitor attendance of disadvantaged children.</p> <p>Collaboration with Kent support services to review and act on persistent absenteeism.  <a href="https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf">https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf</a></p>	1,4
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*Compassion Hope Courage Respect*

Funded trips, visits, uniform, extra-curricular clubs and resources.	Supporting disadvantaged to have equal access to the curriculum and participate in wider enrichment opportunities.	1,2
Fizzy and Clever Hands intervention	<p>Occupational therapy recommended programmes to support motor skills development.</p> <p><a href="https://www.ekhufft.nhs.uk/patients-and-visitors/information-for-patients/patient-information-leaflets/fizzy-leaflets/">https://www.ekhufft.nhs.uk/patients-and-visitors/information-for-patients/patient-information-leaflets/fizzy-leaflets/</a></p>	2
Sensory circuits intervention	<p>Participation in a short sensory motor circuit prepares children to engage effectively with the day ahead. Behavioural clues such as fidgeting, poor concentration, excessive physical contact or lethargy can indicate that a child is finding it difficult to connect with the learning process.</p> <p><a href="https://childrenschoicetherapy.co.uk/sensory-circuits/">https://childrenschoicetherapy.co.uk/sensory-circuits/</a></p> <p><a href="https://www.kentcht.nhs.uk/childrens-therapies-the-pod/neurodivergence/sensory-processing-pathway/">https://www.kentcht.nhs.uk/childrens-therapies-the-pod/neurodivergence/sensory-processing-pathway/</a></p>	

## Part B: Review of the previous academic year Outcomes for disadvantaged pupils

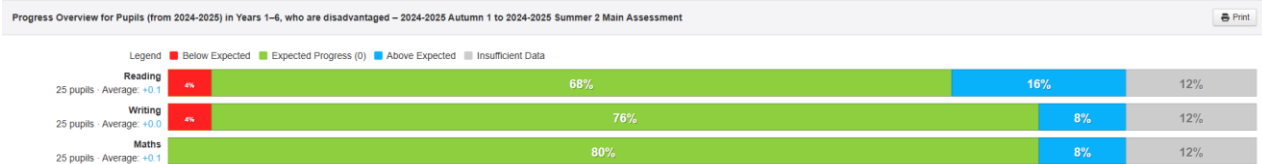
Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed.

### PP Attainment 2025

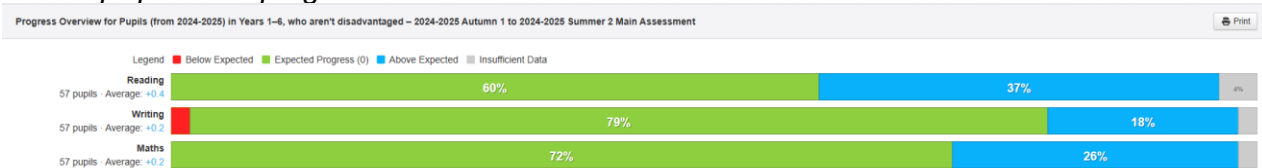
KS1 Phonics	33%	Year 2 phonics retest	33%
EYFS	Reading 50%	Writing 50%	Maths 50%
Year 1	17%	17%	17%
Year 2	-	-	-
Year 3	38%	38%	51%
Year 4	100%	-	100%
Year 5	-	-	-
Year 6	40%	40%	20%

PP Attendance      2023-2024    85.9%                      2024-2025    87.4%

### Pupil Premium progress in 2024/25



### Non Pupil premium progress in 24/2025



The school has increased access for all with a broad range of extra-curricular activities.

A broad range of SEMH support is in place through school led and external provisions: Drawing and Talking, ELSA, Play therapy, Project SALUS, CAHMS

Timely support is sought for individual needs from the local offer.

Attendance is improving but remains a school priority to support disadvantaged groups to fully access education and keep up with their peers.

## Externally provided programmes

Programme	Provider
Play therapy for four pupils	
Piano lessons	
Football and Gymnastics club	