Pupil premium strategy statement

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

School overview

Detail	Data
School name	John Burns Primary School
Number of pupils in school	144 pupils (Reception to Year 6)
Proportion (%) of pupil premium eligible pupils	59% (85 pupil)
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Brian Grogan - Headteacher
Pupil premium lead	Brian Grogan - Headteacher
	Luke Campbell - Deputy Headteacher
Governor / Trustee lead	Deepti Grover - Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£131,805
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	£131,805

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding, it is important to consider the context of the school and the subsequent challenges faced. This is supplemented and supported by research conducted by the EEF (Education Endowment Foundation).

Common barriers to learning for disadvantaged children can be, but are not limited to: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Principles

- We ensure that teaching and learning opportunities meet the needs of **all** the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

  Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions and initiatives at one time.

Challenges

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

Challenge number	Detail of challenge
1	**High Persistent Absence (PA) among disadvantaged pupils.** In July 2025 (end of year attendance analysis for 2024-25): 30 pupils in Reception to Year 6 were classified as PA. • 23% (7/30) of pupils with PA were in Reception or KS1. • 77% (23/30) of pupils with PA were in KS2. • 77% (23/30) of pupils with PA were **disadvantaged pupils.** • 23% (7/30) of pupils with PA were not disadvantaged pupils. • 17% (4/23) of pupils with PA were **disadvantaged** and in Reception or KS1. • 83% (19/23) of pupils with PA were **disadvantaged** and in KS2. • 14% (1/7) of pupils with PA were not disadvantaged and in Reception or KS1. • 86% (6/7) of pupils with PA were not disadvantaged and in KS2. Pupil progress meetings, assessments, book scrutiny and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
2	

End of key stage assessments show that combined expected attainment (Reading, Writing and Maths) among disadvantaged pupils is below that of non-disadvantaged pupils.

Performance at KS1 shows that the school needs to continue to raise the combined expected standard performance of disadvantaged pupils compared to non-disadvantaged pupils.

KS1	**Combined -** Expected Standard in Reading, Writing and Maths			
	Disadvantaged		Non-Disadvantaged	
2024	53%	7/13 pupils	93%	15/16 pupils
2025	56%	5/9 pupils	69%	11/16 pupils

Performance at KS2 shows that the school needs to continue to raise the combined expected standard performance of disadvantaged pupils compared to non-disadvantaged pupils.

KS2	**Combined -** Expected Standard in Reading, Writing and Maths			
	Disadvantaged		Non-Disadvantaged	
2024	67%	18/21 pupils	100%	7/7 pupils
2025	88%	13/15 pupils	100%	6/6 pupils

3

End of key stage assessments show that combined high standard attainment (Reading, Writing and Maths) among disadvantaged pupils is below that of non-disadvantaged pupils.

Performance at KS1 shows that the school needs to continue to raise the combined high standard performance of disadvantaged pupils compared to non-disadvantaged pupils.

KS1	**Combined -** Higher Standard in Reading, Writing and Maths			
	Disadvantaged		Non-Disadvantaged	
2024	0%	0/14 pupils	7%	2/14 pupils
2025	0%	0/9 pupils	6%	1/16 pupils

Performance at KS2 shows that the school needs to continue to raise the combined high standard performance of disadvantaged pupils compared to non-disadvantaged pupils.

KS2	**Combined -** High Standard in Reading, Writing and Maths			
	Disadvantaged		Non-Disadvantaged	
2024	14%	3/21 pupils	29%	2/7 pupils
2025	13%	2/15 pupils	17%	1/6 pupils

4	**Meeting the needs of disadvantaged SEND pupils with Communication and Interaction needs.** 43 pupils in Reception to Year 6 are on the SEN Register. • 74% (32/43) of pupils with SEN were **disadvantaged** pupils. • 26% (11/43) of pupils with SEN were not disadvantaged pupils. • 23% (10/43) of pupils with SEN were **disadvantaged** pupils and in Reception or KS1. • 77% (33/43) of pupils with SEN were **disadvantaged** pupils and in KS2. • 67% (29/43) of pupils with SEND were **disadvantaged** with Communication and Interaction needs. • 90% (26/29) of pupils with SEND were **disadvantaged boys** with Communication and Interaction needs. • 10% (3/29) of pupils with SEND were **disadvantaged girls** with Communication and Interaction needs. • 75% (15/20) of pupils with SEND were **disadvantaged summer born pupils** with Communication and Interaction needs. • 65% (13/20) of pupils with SEND were **disadvantaged summer born boys** with Communication and Interaction needs. Staff recruitment vacancies • The school continues to struggle with retention and recruitment of teaching assistants. One teaching assistant left in August 2025, she has not been replaced. • Staff shortages are impacting on the quality of teaching and implementation of intervention for pupils with Communication and Interaction needs. • Teaching assistants continue to be challenged in meeting the needs of a high number of pupils on roll in EYFS with Communication and Interaction needs. • Teaching assistants have been provided with training opportunities to develop Communication and Interaction skills but there is an impact when these Teaching Assistants leave alongside with the skills and expertise learned – ie. EY/KS1 TA who left in August 2025. Falling Pupil Roll • The number of children on roll has fallen. • The Year 1 class has 12 pupils on roll, Year 2 class has 16 pupils on roll and Reception has 16 pupils on roll. That leaves the school with a deficit of 46 school places just across Reception and KS1 classes. • Early Years Foundation Stage continues to be a combined class for part of the week with Nursery children being taught Weds pm – Friday pm in separate classroom.

	• Reduced pupil roll will impact on deployment and recruitment of support staff. EHCP entitlement will take precedence over SEN Support.
5	**Low parental engagement for disadvantaged pupils.** **Meet the Teacher open afternoons in September 2025 were not well attended by parents of disadvantaged pupils in Year 1, Year 2, and Year 4.** 3/9 (33%) parents of disadvantaged pupils attended the Year 1 Meet the Teacher session on 04/09/25. 2/11 (18%) parents of disadvantaged pupils attended the Year 2 Meet the Teacher session on 04/09/25. 3/13 (23%) parents of disadvantaged pupils attended the Year 4 Meet the Teacher session on 04/09/25. **Year 4 Trumpet Concert Performances were not well attended by parents of disadvantaged pupils:** 6/10 (60%) parents of disadvantaged pupils attended the concert at the end of the year on 11/07/25. 2/10 (20%) parents of disadvantaged pupils attended the concert at the end of the year on 28/03/25. **Meet the Teacher Presentation on 21st January 2025 was poorly attended by parents of disadvantaged pupils:** 1/10 (10%) parents of disadvantaged pupils attended this opportunity to meet the new class teacher of the Year 4 class. **Science Investigation Mornings were not well attended by parents of disadvantaged pupils in Year 1, Year 2, Year 3 and Year 6:** 5/10 (50%) parents of disadvantaged pupils attended the Year 1 Science Investigation Morning on 04/04/25. 3/11 (27%) parents of disadvantaged pupils attended the Year 2 Science Investigation Morning on 04/04/25. 5/15 (33%) parents of disadvantaged pupils attended the Year 3 Science Investigation Morning on 04/04/25. 3/15 (20%) parents of disadvantaged pupils attended the Year 6 Science Investigation Morning on 04/04/25.
6	**Family income and personal circumstances.** Families in receipt of Pupil Premium funding struggle to provide consistent support for their child's education, including learning outside of school. The cost of living crisis has affected some of our families significantly. This has affected pupils' access to housing and regular, nutritious food meaning that for some, Maslow's lowest and most basic needs (physiological needs such as shelter, food and sleep) are not being met.

	Wherever possible the school raises funds to heavily subsidise school trips, but more frequently we are seeing parents of pupil premium families asking for additional support to meet the costs of trips and educational visits. Some families of pupil premium children have less access to enrichment activities outside of school time, such as family trips, visits to museums and days out.

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
Reduced levels of Persistent Absence (PA) for disadvantaged pupils. *(Attendance SDP)*	• Key PA children are identified and non-attendance levels reduced. • The progress of children with PA is strong or better. • The attainment of children with PA is strong or better. • Parents/carers of PA children support their child's education, understanding the importance of attending school every day. • Leaders and office staff have consistent approach to attendance and punctuality for all children ensuring equality. • Attendance Officer and SLT will monitor attendance of vulnerable groups to provide additional support as and when appropriate. • Attendance Officer and SLT will make use of home visits to support families not reporting absences or not attending school regularly. • SLT and attendance officer will make full use of EWO services through Wandsworth LA. • EWO intervention will support families struggling with PA and improve attendance back over 90%. • The Department of Education has named Attendance as an area which school will receive further support. We will use this support to hold parents of poor attending pupils to account.
Close the combined expected attainment gap in Reading, Writing and Maths, at KS1 and KS2, between	• SLT and class teachers will PP track pupils who are not yet on track for combined at the end of key stage and will provide appropriate intervention. • Assembly time interventions are used effectively by teachers to close the expected attainment gaps in reading, writing and maths. • Additional intervention during lessons and support for pupils.

disadvantaged and non-disadvantaged pupils. *(Achievement SDP)* *(Curriculum SDP)*	• SLT teaching key year groups and key groups across the school to provide high quality teaching for the pupils who have the most progress to make (Year 6 maths teaching, Year 6 reading teaching, Reading fluency groups, Reading and phonics groups). • Pupils to attain at least age related expectation at end of key stages • Targeted TA support provides pupils with additional opportunity of making accelerated progress. • Use of additional staff including SLT to bolster phonics groups, thus providing smaller ability groups resulting in greater reading progress in Y1 and Y2. • Teaching and Teaching Assistants will support with reading fluency in KS2 to improve reading outcomes. • Providing a broad and balanced curriculum, available to all, ensures that children who gain confidence from wider curriculum subjects such as music, languages and art are able to transfer this to reading, writing and maths. • High expectations of home learning are adhered to by all staff: TAs, teachers, admin and SLT. Home learning includes choice so as to encourage, motivate and inspire learners.
Increase the combined high standard attainment in Reading, Writing and Maths, at KS1 and KS2, for disadvantaged pupils. *(Curriculum SDP)* *(Developing Teaching SDP)*	• Staff, including TAs, are deployed effectively in order to maximise progress and learning opportunities for our most able children. • Teachers and SLT monitor and track GDS students and potential GDS combined students to plan and teach to the gaps evident in reading, writing and maths. • Teacher and SLT target pupils with the potential to achieve higher standard in maths and English lessons. This will include adapted provision to maximise progress.
Improve provision for disadvantaged, SEND pupils with Communication and Interaction needs. *(Inclusion SDP)*	• Students at SEN Support and with EHCPs achieve their targets with regularity making progress towards their end of term/year goals. • Staff working with students at SEN Support and with EHCPs receive up to date and high quality training • TA deployment is effective in supporting pupils' progress: Individual (1:1) and group support • Speech and Language Therapist sets up targets and models effective working through direct work with pupils.
Increased levels of parental engagement for disadvantaged pupils. *(Curriculum SDP)*	• Presence of SLT on gate in morning and afternoon increases the availability of SLT. • Increased number of invitations for parent/carer to attend events: Meet the teacher, Class drop-in afternoons, Subject specific workshops (science investigations, phonics workshops, SEND Coffee Mornings).

(Inclusion SDP)	• Targeted tracking of PP children to address issues of non-homework, reading at home, TT Rock Stars use with letters and meetings with parents to set and go through expectations.
Disadvantaged pupils have access to the curriculum and wider opportunities regardless of family income and personal circumstances. *(Curriculum SDP)* *(Developing Teaching SDP)* *(Personal Development and Well-Being SDP)*	• 3Ps curriculum is engaging and aspirational for all students, rich in cultural capital. • Adaptation and consistent implementation of 3Ps curriculum ensures PP children are exposed to interesting and engaging learning. • Financial support made available for PP families to attend trips ensure inclusion when costs may prohibit. • Support for overnight trips to ensure inclusion in such experiences for PP children. • Priority for PP pupils at cultural, sporting and other external events. • Increased participation and regular attendance in after school clubs. This will be tracked by SLT and children will be targeted for places in after school clubs. • Support in the way of signposting services directly and through Wandsworth Early Help.

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: £19,127

Activity	Evidence that supports this approach	Challenge number(s) addressed
Little Wandle Phonics implementation	The EEF states that a synthetic phonics approach has a high impact for low cost. This is based on very extensive evidence: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2,4,6
CPD/Training programme including ECT Training	The Education Endowment Foundation Guide To The Pupil Premium states that: Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have additional needs. Additional intervention and support cannot compensate for a lack of good quality teaching.	2,4,6
National College Subscription	The CPD Certification Services states that: A structured, practical and methodical approach to learning helps employers across industries to retain key staff and develop the skills & knowledge in their organisations to maintain a sustainable and competitive advantage. Engaging in Continuing Professional Development ensures that both academic and practical qualifications do not become out-dated or obsolete; allowing individuals to continually 'up skill' or 're-skill' regardless of occupation, age or educational level.	2,4,6
Trumpet Tuition	Research cited at www.shankarmahadevanacademy.com/ reports that playing a musical instrument relieves stress, makes you smarter, helps build confidence, teaches patience, fosters creativity, improves memory, develops discipline and gives you a sense of achievement.	4,6

Sports CPD for teaching staff	The EEF says there is a positive impact of activity on academic attainment as well as promoting a healthy lifestyle and supporting children's well-being.	2,4,6

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

Budgeted cost: £70,044

Activity	Evidence that supports this approach	Challenge number(s) addressed
Senior Leader support in marking Year 6/Year 4 and Year 2 PPG English books.	The Education Endowment Foundation Guide states that: Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit. Specifically, high quality feedback may focus on the task, subject, and self-regulation strategies.	2,4
Investment in High Quality Teaching using Teaching Walkthrus	The Education Endowment Foundation states that the best available evidence indicates that high quality teaching is the most important lever schools have to improve outcomes for their pupils.	2,3,4
1 Full Time TA to enhance staffing levels and provision in EYFS and Year 1.	The Education Endowment Foundation Guide To The Pupil Premium states that: Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component.	1,2,3,4
HLTA Interventions: phonics (Y1), reading across KS1 & KS2	Across KS2, PPG children's attainment in reading is lower than non-PPG children. We want to narrow this gap throughout this year. The Education Endowment Foundation COVID-19 Support Guide for Schools states that: In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary.	1,2
Reading and Maths Greater Depth Interventions led by SLT members of staff.	The Education Endowment Foundation COVID-19 Support Guide for Schools states that: In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary.	

Phonics Club	The Education Endowment Foundation COVID-19 Support Guide for Schools states that: In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary.	

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

Budgeted cost: £42,634

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support from an Educational Psychologist	High-quality support and input from an Educational Psychologist, for identified pupils (including PPG pupils) will result in precision judgements being made and effective interventions and strategies being put into place for those pupils. Outcomes of observations and the subsequent recommendations will enhance and support how targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, can be given.	1,3
2 days Education Welfare Support	Poor attendance means that pupils miss key learning within their classroom, including provision for targeted interventions. Improved attendance improves attainment and closes gaps. Non-attendance reduces school hours and causes PPG pupils to fall behind. A high proportion of PPG are persistently absent, resulting in significantly missed learning time. Social and emotional wellbeing will also be improved through good attendance in school.	5
Closely monitor, track and engage families of historic PA children (especially those who are eligible for PPG).	Poor attendance means that pupils miss key learning within their classroom, including provision for targeted interventions. Improved attendance improves attainment and closes gaps. Non-attendance reduces school hours and causes PPG pupils to fall behind. A high proportion of PPG are persistently absent, resulting in significantly missed learning time. Social and emotional wellbeing will also be improved through good attendance in school. PPG and their parents will appreciate and value the importance of good attendance for higher education and employment	5

Indian Dance Workshops (Back to my Roots)	Out of classroom experiences will build cultural capital and understanding of the rich artistic, cultural, spiritual and social heritage of the UK and its various communities.	4
Flamenco Dance Workshops.	Chosen due to our cultural links with Spain through MfL language changing to Spanish. Out of classroom experiences will build cultural capital and understanding of the rich artistic, cultural, spiritual and social heritage of the UK and its various communities.	4
Languages Café including (Back to my Roots) and Author Visits.	High quality reading experiences increase students' participation in reading and promote a love for reading. Often PPG students will not have access to high quality texts outside of school so providing these in school enrichens their reading experiences.	4
Y3 Education Visit Subsidy	Planned educational visits targeted to diminish the difference and celebrate successful attitude and progress. Opportunities and experiences will help to widen children's horizons and diminish the difference, providing pupils with experiences that they can discuss and draw upon in their learning. Out of classroom experiences will build cultural capital and understanding of the rich artistic, cultural, spiritual and social heritage of the UK and its various communities. Part subsiding school clubs, educational visits and residential trips will improve participation and ensure those in receipt of PPG funding are given the same opportunity to take part. Through internal pupil voice we know that trips are really important for our children to understand the context of our 3Ps curriculum.	4,6
Y4 Residential Subsidy	Planned educational visits targeted to diminish the difference and celebrate successful attitude and progress. Opportunities and experiences will help to widen children's horizons and diminish the difference, providing pupils with experiences that they can discuss and draw upon in their learning. Out of classroom experiences will build cultural capital and understanding of the rich artistic, cultural, spiritual and social heritage of the UK and its various communities. Part subsiding school clubs, educational visits and residential trips will improve participation and ensure those in receipt of PPG funding are given the same opportunity to take part.	4,6
Y6 Residential Subsidy	Planned educational visits targeted to diminish the difference and celebrate successful attitude and progress. Opportunities and experiences will help to widen children's horizons and diminish the difference, providing pupils with experiences that they can discuss and draw upon in their learning. Out of classroom experiences will build cultural capital and understanding of the rich artistic, cultural, spiritual and social heritage of the UK and its various communities. Part subsiding school clubs, educational visits and residential trips	4,6

	will improve participation and ensure those in receipt of PPG funding are given the same opportunity to take part.	
Educational Trips and visits (including in school visits) subsidy fund.	Planned educational visits targeted to diminish the difference and celebrate successful attitude and progress. Opportunities and experiences will help to widen children's horizons and diminish the difference, providing pupils with experiences that they can discuss and draw upon in their learning. Out of classroom experiences will build cultural capital and understanding of the rich artistic, cultural, spiritual, and social heritage of the UK and its various communities. Part subsiding school clubs, educational visits and residential trips will improve participation and ensure those in receipt of PPG funding are given the same opportunity to take part.	4,6
CPOMS subscription	Tracking behaviour incidents in a clear, consistent and manageable way can support teachers and leaders in implementing support for individual, identified children so that they are able to access learning and self-regulate their emotions. This can also support in early identification and safeguarding referrals.	3,5
Evidence Me subscription	A school/home system of sharing Early Years pieces of work and experience supports parents' engagement in their child's learning. Establishing this at the beginning of a pupil's school time is important to embed these routines as the child goes through primary school	2,3,5
Uniform	Families are supported with purchasing uniform which ensures that children are correctly prepared and equipped for the school day.	6
After School Clubs subsidy	Opportunities and experiences will help to widen children's horizons and diminish the difference, providing pupils with experiences that they can discuss and draw upon in their learning. Part subsiding school clubs, educational visits and residential trips will improve participation and ensure those in receipt of PPG funding are given the same opportunity to take part.	4,6
Breakfast School Care subsidy	Opportunities and experiences will help to widen children's horizons and diminish the difference, providing pupils with experiences that they can discuss and draw upon in their learning. Part subsiding school clubs, educational visits and residential trips will improve participation and ensure those in receipt of PPG funding are given the same opportunity to take part.	3,5,6
After School Care subsidy	Opportunities and experiences will help to widen children's horizons and diminish the difference, providing pupils with experiences that they can discuss and draw upon in their learning. Part subsiding school clubs, educational visits and residential trips will improve	3,5,6

	participation and ensure those in receipt of PPG funding are given the same opportunity to take part.	

Total budgeted cost: £131,805