

Pupil Premium Strategy Statement - John Keble School

2025- 2028 (updated September 2026)

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	402
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	8 September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Governing Board
Pupil premium lead	Catherine Allard
Governor lead	Pete Gladwell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£182,115
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£182,115

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve the highest possible attainment across all subject areas. The ultimate objective for our disadvantaged and vulnerable pupils is to bring their attainment in line with the national average through strategies outlined in this document.

We have and will continue to identify the challenges faced and the barriers to achievement experienced by all the pupils attending John Keble School. The activity we have outlined in this statement is intended to support all pupils' needs regardless of whether they are disadvantaged or not.

High quality teaching, high quality safeguarding and high quality pastoral support are central to our strategy.

Our exemplary teaching focuses on the areas that our disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap, benefitting the non-disadvantaged pupils too. A robust package of CPD has been built into the school year to ensure that pupils are receiving the best offer. Assistant Headteachers and subject leaders will work closely with teachers to ensure that lessons are planned effectively, carefully sequenced, with essential knowledge and skills identified. Knowledge will be linked across subjects to allow pupils to build on prior learning.

Our high quality pastoral support focuses on building emotional resilience and self-regulation strategies to ensure that pupils can access and benefit fully from our exemplary teaching.

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.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, rather than assumptions about the impacts of disadvantage. The approaches we have adopted complement each other to help pupils flourish and excel. To ensure that they are effective, we will:

- ensure that disadvantaged pupils are challenged in the work they are set
- act early to intervene at the point a 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	Assessments, observations and discussion indicate that disadvantaged pupils have greater difficulties acquiring phonics skills than their peers, negatively impacting their reading skills.
2	A significant percentage 74% of disadvantaged pupils have English as an additional language. This can mean that communication and language skills are generally lower and can slow progress in subsequent years.
3	A significant percentage 26% of disadvantaged pupils have SEND which can have an impact on the progress in Reading, Writing and Maths.
4	Teacher subject knowledge – how to support a diverse (language, ethnicity, special needs) community as a large number of our staff are newly qualified or overseas trained.
5	Pupil learning can be affected by social, emotional, behavioural issues and the need for improved parenting skills. Referrals for both social and emotional support in school and external multi-agency support are high.
6	Attendance and punctuality percentages are lower than expected for disadvantaged pupils (17% of the disadvantaged pupils are persistently absent). This reduces their in-school hours and can lead to limited progress over the school year.
7	A large number of pupils eligible for pupil premium join us with limited experiences outside of school. Assessments, observations and discussion reflect their lack of experiences in their understanding of the world and limited breadth of vocabulary.

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 attainment at KS2 in reading, writing and mathematics.	At least 70% of pupils eligible for pupil premium in all year groups meet age related expectations. This will be seen in end of year teacher assessments and key stage statutory assessments. At least 85% of disadvantaged pupils will make progress from their KS1/EYFS outcomes. Pupils are planned for specifically.

	Teachers can speak about strengths and development points of disadvantaged pupils on an individualised basis.
Establish a whole-school systematic approach to the teaching of pupils who are learning English as an additional language, including those who are new to English.	We have an accurate baseline assessment for each child who is new to the school. Assessments and observations indicate pupils learning English for the first time are taught well so that they make good progress from their starting points.
To continue to refine the provision for all pupils with SEND.	All pupils are equipped to record their learning in the most appropriate way. Staff are used efficiently to maximise provision for pupils.
Teachers (of all ages, backgrounds and levels of experience) are confident in differentiating the curriculum for pupils of different languages, backgrounds and educational needs. The classroom ethos remains inclusive with a broad curriculum offered to support all individuals within the class.	Staff training delivered in school, by current staff members or external agencies is of a very high-quality and carefully targeted. All staff members take part in professional development and the school coaching approach to support teachers with being able to meet the needs of all. The consistent pedagogical approach to teaching will be used across the school in all lessons.
To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged.	Pupils and families with emotional, behavioural or mental health issues receive comprehensive support and advice. Disadvantaged pupils communicate their needs well, leading to a reduction in disadvantaged pupils' negative behaviour interactions. Targeted parents and families are well-informed about their child's progress and the curriculum that the school offers, along with any additional support that is in place. High attendance rates of disadvantaged families to parent consultations and school events. Families with an understanding of digital safety and the impact of screen time on neurodevelopment.
Attendance for disadvantaged pupils at least meets the school's target of 96%.	The number of persistent absentees among disadvantaged pupils is reduced by at least 8%. The attendance and punctuality improves by 10% over the year.
Pupils who are eligible for pupil premium are able to attend all school learning experiences (school-based workshops/daily trips/residential trips) to gain the full curriculum experience that the school offers. Improved vocabulary among disadvantaged pupils.	Disadvantaged funds subsidies for the trip costs to ensure all pupils are able to attend trips. Disadvantaged pupils gain 'life experience' along with valuable hands-on experiences that contribute to learning.

	Pupil voice will demonstrate the impact and improved Cultural Capital gained by the pupils as a result of the educational experiences. Assessments and observations indicate significantly improved oral language skills among disadvantaged pupils.
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Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £107,115

Activity	Evidence that supports this approach	Challenge number(s) addressed
Carefully planned CPD for all staff, teachers and support staff. National College Membership for all staff. All members of the leadership team teaching intervention groups, supporting planning for all staff and coaching staff. Investment in curriculum resources and reading books.	There is strong evidence that teachers' pedagogical and content knowledge within specific subjects has a significant impact on pupil outcomes: What-Makes-Great-Teaching-REPORT.pdf (suttontrust.com) Cognitive Load Theory and its application in the classroom – The Early Career Hub (chartered.college) The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)	2 ,3, 4
Purchase, training for all staff and implementation of a new phonics scheme, Little Wandle to secure stronger phonics teaching for all pupils.	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	1, 2
EYFS language development:	There is increasing evidence of the links between children's early language and children's success in school. Awareness of this is reflected in a number of policy and	1, 4, 7

CPD to develop adult interaction with children, CPD helicopter stories New curriculum map with clear language development identified, teacher coaching	practice developments that focus on a child's language as a means of raising attainment. There is a considerable body of academic research which shows that children from lower socio-demographic backgrounds tend to have poorer language skills when they start school. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/181549/DFE-RR134.pdf	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily 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	1, 2, 3
Employment of a full time experienced SENDCo as part of the leadership team. High quality staff training in the area of SEND Early identification of SEND in EYFS/ new arrivals. Robust strategies in place to support pupils with SEND. Applications for EHCPs and support from external agencies. Support for parents of pupils with SEND	Evidence from cognitive science suggests that teachers must carefully introduce new content to pupils to ensure they can reference this against existing knowledge: Cognitive Load Theory and its application in the classroom – The Early Career Hub (chartered.college) Providing pupils with SEND with everything they need to participate in the lesson https://my.chartered.college/early-career-hub/send-and-the-art-of-detection-an-evidence-based-approach-to-supporting-learners/ Effective training for teachers and support staff and working alongside parents https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/181549/DFE-RR134.pdf	3

Additional sensory resources.	ent_data/file/628630/DfE_SEN_Support_R_EA_Report.pdf Effective SEND leadership https://educationendowmentfoundation.org.uk/public/files/Publications/Send/EEF_SEN_Evidence_Review.pdf	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of a Parent Liaison Officer (PLO) to monitor attendance and work alongside families who struggle to get their pupils to school. PLO to run the food bank and uniform bank. PLO to provide pastoral support for vulnerable families. New post created: Office Manager, to strategically oversee attendance, track patterns and trends, identify families and pupils at risk and introduce new incentives for attendance	Principles of good practice set out in the DfE's Improving School Attendance	6
Employment of two experienced play therapists to work with both pupils and staff addressing social, emotional and mental health concerns and training staff. Train support staff as mentors and further build on our mentoring programme.	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)	5
Employment of a member of catering staff to provide toast for all Year 5 and 6 pupils at playtime	Pupils who are not hungry learn better https://www.tandfonline.com/doi/abs/10.1080/10409289.2010.514522	5

(as they have a late lunch). Free breakfast club for all disadvantaged pupils.	https://www.heifer.org/blog/how-does-hunger-affect-learning.html	
Parent workshops Enhancement of the curriculum through an extensive programme of trips and visitors in place for every class, free or subsidised for disadvantaged pupils. Fund a weekly drop-in toddler group with an external provider. Free/subsidised after-school clubs for disadvantaged pupils.	Supporting pupils to absorb vocabulary and develop new interests https://www.forbes.com/sites/frederickhes/2019/08/19/the-research-based-case-for-field-trips/?sh=18a7a3e916f5	7

Total budgeted cost: £107,115 + £35,000 + £40,000 = £182,115

Part B: Review of the previous academic year

Context

This explains the outcomes we were aiming for by the end of the school year 2025, and how we will measure whether they have been achieved. The evidence is detailed below.

Intended outcome	Success criteria	Evaluation
Improved attainment at KS2 in reading, writing and mathematics.	At least 70% of pupils eligible for pupil premium in all year groups meet age related expectations. This will be seen in end of year teacher assessments and key stage statutory assessments. At least 85% of disadvantaged pupils will make progress from their KS1/EYFS outcomes. Pupils are planned for specifically. Teachers can speak about strengths and development points of disadvantaged pupils on an individualised basis.	Met
Establish a whole-school systematic approach to the teaching of pupils who are learning English as an additional language, including those who are new to English.	We have an accurate baseline assessment for each child who is new to the school. Assessments and observations indicate pupils learning English for the first time are taught well so that they make good progress from their starting points.	Met
To continue to refine the provision for all pupils with SEND.	All pupils are equipped to record their learning in the most appropriate way. Staff are used efficiently to maximise provision for pupils.	Met
Teachers (of all ages, backgrounds and levels of experience) are confident in differentiating the curriculum for pupils of different languages, backgrounds and educational needs. The classroom ethos remains inclusive with a broad curriculum offered to support all individuals within the class.	Staff training delivered in school, by current staff members or external agencies is of a very high-quality and carefully targeted. All staff members take part in professional development and the school coaching approach to support teachers with being able to meet the needs of all. The consistent pedagogical approach to teaching will be used across the school in all lessons.	Met

To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged.	Pupils and families with emotional, behavioural or mental health issues receive comprehensive support and advice. Disadvantaged pupils communicate their needs well, leading to a reduction in disadvantaged pupils' negative behaviour interactions. Targeted parents and families are well-informed about their child's progress and the curriculum that the school offers, along with any additional support that is in place. High attendance rates of disadvantaged families to parent consultations and school events Families with an understanding of digital safety and the impact of screen time on neurodevelopment.	Met
Attendance for disadvantaged pupils at least meets the school's target of 96%.	The number of persistent absentees among disadvantaged pupils is reduced by at least 8%. The attendance and punctuality improves by 10% over the year.	Not met, but attendance of pupil premium pupils has increased from 92.9% (2025) to 93.44% (2026).
Pupils who are eligible for pupil premium are able to attend all school learning experiences (school-based workshops/daily trips/residential trips) to gain the full curriculum experience that the school offers. Improved vocabulary among disadvantaged pupils.	Disadvantaged funds subsidies for the trip costs to ensure all pupils are able to attend trips. Disadvantaged pupils gain 'life experience' along with valuable hands-on experiences that contribute to learning. Pupil voice will demonstrate the impact and improved Cultural Capital gained by the pupils as a result of the educational experiences. Assessments and observations indicate significantly improved oral language skills among disadvantaged pupils.	Met

Table 1: School Funding

Detail	Amount 2026-2027	Amount 2025-2026	Amount 2024-2025
Pupil premium funding allocation this academic year	£182,115	£174,225	£188,270
Recovery premium funding allocation this academic year	£0	£0	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	£0	£0
Total budget for this academic year	£182,115	£174,225	£188,270

Measurable Outcomes

Statutory Attainment Outcomes (Summer 2026)

Table 2 Year 6 Expected Standard:

Subject	National Data All Pupils	National Data Pupil Premium	John Keble All Pupils	John Keble Pupil Premium
Combined RWM	63%	47%	76%	73%
Reading	75%	58%	90%	86%
Maths	75%	55%	86%	82%
Writing	73%	52%	78%	77%

Table 3 Year 6 Greater Depth Standard:

Subject	National Data All Pupils	National Data Pupil Premium	John Keble All Pupils	John Keble Pupil Premium
Combined RWM	8%		2%	0%
Reading	31%		48%	36%
Maths	27%		34%	32%
Writing	13%		10%	5%

The Key Stage 2 data is the best indicator of pupil premium attainment as it measures pupils' attainment over time. Although the pupil premium pupils at John Keble School are performing better than pupil premium pupils nationally, there is still a small gap between this cohort and their peers here, as demonstrated by the data above.

Table 4 Year 4 Multiplication Test Data (MTC)

	National Data All Pupils	National Data Pupil Premium	John Keble All Pupils	John Keble Pupil Premium
MTC mean	20.4		21.6	
No of children with 25/25	37%		49%	39%

Table 5 Year 1 Phonics Data

	National Data %	JK All Pupils	JK Pupil Premium Data
Phonics	81%	82%	79%

Table 6 Early Years Good Level of Development (GLD)

	National Data %	JK All Pupils	JK Pupil Premium Data
Good Level of Development	68%	64%	60%

These pupils have only been in school for one or two years if they attended our nursery. We would expect the biggest gap in attainment to be in reception.

Table 7 Attendance (1 September 2025 – 17 July 2026) The national figure is 94.5%.

Year Group	Attendance %			Unauthorised Absence %		
	All Pupils	Pupil Premium	Difference	All Pupils	Pupil Premium	Difference
Reception	91.89%	93.30%	+1.41%	2.43%	2.41%	0.02%
Year 1	95.23%	94.09%	1.14%	1.30%	2.02%	0.72%
Year 2	95.05%	93.83%	1.22%	1.17%	2.28%	1.11%
Year 3	94.70%	93.80%	0.9%	1.90%	2.29%	0.39%
Year 4	95.42%	94.09%	1.33%	1.08%	2.10%	1.02%
Year 5	95.26%	93.82%	1.44%	1.40%	2.22%	0.82%
Year 6	95.13%	93.87%	1.26%	1.84%	2.29%	0.45%
All pupils	94.37%	93.44%	0.93%	1.79%	2.50%	0.71%

Whilst there is still a gap in attendance between all of our pupils and our pupil premium pupils, this gap is narrowing. In July 2025, the difference between all pupil attendance and pupil premium attendance was 1.3%. In July 2026, this gap narrowed to 0.93%. Overall Pupil Premium attendance increased from 92.9% (2025) to 93.44% (2026).

The unauthorised absence difference has remained unchanged.

Table 8: Suspensions and Exclusions (1-September 2025 – 17 July 2026)

Year Group	Suspensions All Pupils	Suspensions Pupils Premium	Exclusions All Pupils	Exclusions Pupils Premium
Reception	0	0	0	0
Year 1	0	0	0	0
Year 2	0	0	0	0
Year 3	1	1	0	0
Year 4	0	0	0	0
Year 5	0	0	0	0
Year 6	0	0	0	0