



Pupil premium strategy statement

Expenditure evaluation

Strategy plan

“I was disadvantaged as a child, yet I had the advantage of being in the company of great teachers.”

(A.P.J. Abdul Khan, 11th President of India)

“Every one of our children is carrying something the world is waiting for – it’s just the world hasn’t got it yet,” Sister Judith Russi

The ‘Pupil Premium’ is a government initiative that provides extra funding aimed at pupils from disadvantaged backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their peers and that there is a strong link between eligibility for free school meals and underachievement. The Pupil Premium is designed to help each school boost the attainment of disadvantaged children and reduce the gap between the highest and the lowest achievers. The government has used pupils’ entitlement to free school meals (FSM) and children looked after by the local authority (CLA) as an indicator for deprivation. The funding is allocated according to the number of pupils on roll who have been eligible for free school meals at any point in the last 6 years (known as ‘Ever6 FSM’), an allocation for each pupil who has been ‘Looked After’ (in care) and a smaller amount for the children of service families.

Principles

- To ensure that teaching and learning opportunities meet the needs of all pupils.
- To 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 for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil, or groups of pupils the schools have legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	St John's Catholic Primary
Number of pupils in school	154
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23 2023/24 2024/25
Date this statement was published	31/10/24
Date on which it will be reviewed	12/1/25
Statement authorised by	N Armstrong
Pupil premium lead	N Armstrong
Governor / Trustee lead	C West

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£64,195
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	£64,195

Part A: Pupil premium strategy plan

Statement of intent

Our intention is to provide an inspirational and inclusive teaching and learning environment, with outstanding Quality First Teaching for all children.

Our ultimate goal is that no child is left behind socially, or academically, because of their disadvantage. That the differences in attainment and progress between disadvantaged children and their peers continue to decrease.

We strive to remove the stigma of low expectations, to raise lifelong aspirations and to enable all children to be their best self. We promote pride and perseverance, to ensure children become active and responsible contributors to their communities.

Our key principles are to address the main barriers to learning our children face and through rigorous tracking, precise planning and targeted intervention, provide all children the opportunity to enjoy academic success.

Challenges

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

Challenge number	Detail of challenge
1	Communication and oracy skills in Reception class and Year 1. Unable to recognise emotions and articulate needs. Unable to speak fluently, in full sentences.
2	Children's lack of vocabulary development. Children do not always have the knowledge needed to access texts, topic learning and general subject content for their age.
3	Children's SEMH needs are higher than in previous years. The impact of this means more time is spent resolving conflict and building resilience for our Reception class pupils before they are ready for learning to take place.
4	Disadvantaged children make progress in their learning but not as rapidly as their peers. This is especially true in maths.
5	Instability at home (eg. homelessness, safeguarding concerns, finance issues) and the impact this has on children's mental health, wellbeing and ability to settle in school and access the learning.
6	Parents' mental health and their engagement with learning. Their understanding of the links between education and future aspirations.

7	Persistent absence from school, for some PP children, particularly in Years 4 and 6.
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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
Oracy: Pupils improve their communication skills, in order to engage fully with the curriculum and achieve better outcomes in the core subjects.	Pupils can hold focussed conversations with their teachers and peers. They can understand and use an increasing amount of vocabulary and can use talk to articulate their thinking during tasks.
Maths provision across the school: Pupils have the vocabulary and fluency skills to fully access the maths curriculum. Target: The gap between % of PP pupils and non-PP pupils achieving ARE in maths to drop to less than 10% by the end of KS2.	All teachers are confident in their maths provision through the Power Maths scheme. Pupils are growing their knowledge and numeracy skills at a faster pace through modelling, scaffolding and talk for maths. Their fluency in number and calculation is enabling them to be more successful with applying and reasoning maths.
Pupils build their knowledge of vocabulary and can apply to all areas of the curriculum, but especially in writing tasks.	Children's vocabulary development is evident in their spoken and written work across the curriculum. This includes the sentence structure, grammar and vocabulary choices in their writing, as well as accurate spelling of key topic/subject words.
All pupils arrive in the classroom ready to learn. Their wellbeing needs have been met, enabling them to make excellent progress in learning. Target: All identified children have a mental health provision map, reviewed and updated regularly.	A named staff member has responsibility for supporting families with issues which are affecting school life. Pupils are able to recognise their emotions and build strategies for processing them. Intervention and referrals to external agencies are timely, with clear exit outcomes in place. Pupils are able to concentrate on their learning and work securely within age related expectations.
Pupils identified as persistent absentees attend school more regularly. Target: Persistent absence rates to drop by 20% for PP pupils.	School and agency intervention enables pupils (and their parents) to understand the importance of attending school every day. They gain motivation to attend school and become more engaged with learning.

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: £27,248

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue CPD sessions for teachers and support staff, based on the trust's Principles of Teaching: scaffolding modelling questioning learning checks/ addressing misconceptions lesson sequencing teaching for mastery structured group work and talk for learning	Dfe report: Supporting the Attainment of Disadvantaged Pupils EEF Toolkit: Collaborative learning approaches: +5 months Mastery learning: +5 months	1, 2, 4
Ensure live feedback/marking takes place in all lessons; teachers prioritise vulnerable groups first. Explicit oral feedback is beneficial to low attainers.	EEF Toolkit: Oral feedback: +7 months	4
Continue metacognition CPD sessions for all staff, to enable children to develop their self-regulation skills.	EEF Toolkit: Metacognition and self-regulation: +7 months	2, 4
Refresh whole school learning agreements for expectations in maths lessons, including mastery	EEF Toolkit: Mastery learning: +5 months Collaborative learning approaches: +5 months	1, 2, 4

approaches (use of reflection activities), daily fluency activities, use of manipulatives, use of apps. Attend additional training conferences.	Feedback: +6 months	
Ensure all classes have vocabulary-rich environments and daily activities designed to develop vocabulary development. Includes purchases for resource kits and book packs.	National Literacy Trust: Building whole school approaches to vocabulary development Oxford Language Report: Why Closing the Word Gap Matters	1, 2
Embed the Oracy Project across the school, for development of speaking skills and vocabulary development and apply to writing across the curriculum.	EEF Toolkit: Oral language interventions: +6 months National Literacy Trust: Developing Oracy	1, 2
High quality input, structured support, collaborative learning, developing inference and questioning strategies, metacognition and self-regulation.	EEF Toolkit: Reading Comprehension: +6 months Metacognition & self-regulation: +7 months Collaborative learning approaches: +5 months	2, 3, 4
Half termly sessions between teachers and SLT, to discuss effectiveness of QFT, group interventions and future provision for disadvantaged pupils (pupil progress meetings).	EEF Toolkit: Individualised instruction: +4 months Small group tuition: +4 months TA interventions: +4 months	1, 2, 4
Continue to supplement the curriculum with specific educational apps, personalised for individual pupils,	EEF guidance report: Using digital technology to improve learning EEF Toolkit:	1, 2, 4

to further increase the rate of progress in the core subjects. Continue to purchase additional devices for every classroom.	Individualised instruction: +4 months	
Ensure reading, spelling and maths homework is precisely matched to children's needs and supports fluency in specific skills. Use subscriptions to Accelerated Reader, Purple Mash, Timetable Rockstars for setting activities.	EEF Toolkit: Homework: +5 months	1, 2, 4
Whole staff training in the new RWI phonics scheme. Contribution towards the purchasing of updated resources for the scheme.	EEF Toolkit: Phonics: +5 months	1, 2, 4
Training for all teachers in the new Power Maths scheme. Teachers develop their pedagogy for enabling children to achieve a greater depth in knowledge and skills in maths.	EEF Toolkit: Mastery learning: +5 months	4
Training for all teachers and TAs to continue to develop classroom management strategies and the pedagogy for supporting children's positive learning behaviours.	EEF Toolkit: Behaviour interventions: +4 months	3, 4, 5

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

Budgeted cost: £23,534

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of Testbase subscription, for more personalised maths provision, for all in KS2.	EEF Toolkit: Individualised instruction: +4 months Mastery learning: +5 months	4
Identified children to attend funfit intervention three times per week.	EEF Toolkit: TA interventions: +4 months	4, 5
Training for support staff and additional deployment hours to lead cognition, phonics and learning interventions.	EEF Toolkit: TA interventions: +4 months Phonics: +5 months Oral language interventions: +6 months 1:1 tuition: +5 months	1, 2, 4, 5

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

Budgeted cost: £13,656

Activity	Evidence that supports this approach	Challenge number(s) addressed
Identified children to attend weekly lego therapy sessions.	EEF Toolkit: Behaviour interventions: +4 months	4
Assign a senior leader as attendance lead and plan a program of support and monitoring with the Education Welfare service, to easily monitor and quickly identify families in need of support with attendance.	EEF Toolkit: Parental engagement: +4 months	5, 6
Purchase additional units with the Educational Psychology Service	EEF Toolkit: Individualised instruction: +4 months TA interventions: +4 months	1, 2, 3,

and the Cognition and Learning Team, to identify children's barriers to learning and plan strategies for addressing them.		
Staff to lead parent workshops for EYFS and Year 1: how to support phonics and vocabulary development at home.	EEF Toolkit: Parental engagement: +4 months	1, 2
TIS practitioner to provide regular pastoral support to our most vulnerable pupils and families.	EEF Toolkit: Social and emotional learning: +4 months Parental engagement: +4 months	4, 5
Deploy an additional lunchtime TA to lead a social skills intervention club, for children who find unstructured times challenging.	EEF Toolkit: Behaviour interventions: +4 months Social and emotional learning: +4 months	4

Total budgeted cost: £64,438

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 2023 to 2024 academic year.

Oracy: Pupils improve their communication skills, in order to engage fully with the curriculum and achieve better outcomes in the core subjects.

More disadvantaged pupils achieved age related expectations in writing and maths than the previous year. In addition, the gap in writing achievement between disadvantaged pupils and their peers across the school has decreased from 10% to 2%.

Maths provision across the school: Pupils have the vocabulary and fluency skills to fully access the maths curriculum. Target: The gap between % of PP pupils and non-PP pupils achieving ARE in maths to drop to less than 10% by the end of KS2.

The introduction of the Power Maths scheme across the school has started to improve pupil's fluency skills and ability to apply their knowledge to maths word problems. The gap in attainment has not closed to within 10% yet. However, once pupils are in KS2, the achievement gap closes with Years 3, 5 & 6 disadvantaged pupils significantly closing the gaps to below 10% with Year 6 pupils outperforming their peers.

Pupils build their knowledge of vocabulary and can apply to all areas of the curriculum, but especially in writing tasks.

More disadvantaged pupils achieved age related expectations in writing than in previous years. Year 6 disadvantaged outperformed their peers.

All pupils arrive in the classroom ready to learn. Their wellbeing needs have been met, enabling them to make excellent progress in learning. Target: All identified children have a mental health provision map, reviewed and updated regularly.

The SENDCo has worked with class teachers to ensure children who need support experience a friendly meet and greet, are given an opportunity to share anything they want to talk about and settle them in. Visual timetables in every class and personalised timetables and now and next boards for those who need it.

Pupils identified as persistent absentees attend school more regularly. Target: Persistent absence rates to drop by 20% for PP pupils.

Persistent absence was reduced in all year groups across the whole school. Whole school persistent absence for PP pupils reduced by 25% overall for 2023/24.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Accelerated Reader	Renaissance
TTRS	Maths Circle