

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 School
Number of pupils in school	208
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	September 2024 – July 2027
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Miss C. Derwas <i>Headteacher</i>
Pupil premium lead	Mrs G. Welsh <i>Deputy Headteacher</i>
Governor / Trustee lead	Mr P. Thompson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25,160
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£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	£25,160

# 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. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children, can be 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”.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children’s health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring 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
- When 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 at one time.

Achieving these objectives:

The range of provision the Governors consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- To allocate a 'Catch Up' Teacher providing small group work focussed on overcoming gaps in learning
- 1-1 support
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Additional learning support.
- Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Emotional & mental health support
- Behaviour support

## Challenges

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

Challenge number	Detail of challenge
1	Narrowing the attainment gap across Reading, Writing, Maths
2	Attainment gap in children achieving greater depth
3	Frequent behaviour difficulties within a core group of children
4	Ensuring attendance is in line with school, local and national averages
5	Social, Emotional and Mental well-being needs within a core group of children

## 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
Progress in Reading	Achieve national average progress scores in KS2 Reading
Progress in Writing	Achieve national average progress scores in KS2 Writing

Progress in Mathematics	Achieve national average progress scores in KS2 Maths
Greater Depth	Raise % of children achieving greater depth at the end of KS2
Other	Ensure that children are retaining 'sticky knowledge' in foundation subjects
Improved attitudes to learning	An improvement in confidence and self-esteem Improvement in attendance

## 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: £6,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
PPG Training	Targeted training to ensure understanding of PPG grants and funding	1-5
Staff to engage with Phonics refresher training to ensure consistency across phases  Cost: Refresher training is free	Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.  Synthetic phonics approaches have higher impacts, on average, than analytic approaches.  EEF: Phonics	1, 2
Run an internal CPD programme to upskill support staff in school through the use of areas of expertise from varying staff	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. It is therefore hugely encouraging to see a host of new	1, 2

	initiatives and reforms that recognise the importance of teacher quality	
Deliver a programme of CPD for staff targeting areas for development in line with the school improvement plan. Training will facilitate and enable best practice in school	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. It is therefore hugely encouraging to see a host of new initiatives and reforms that recognise the importance of teacher quality	1, 2
To facilitate release for subject leaders to enable them to conduct their roles effectively enabling consistency of approach across all subject areas	Supporting high quality teaching is pivotal in improving children's outcomes.	1, 2

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

Budgeted cost: £12, 260

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Teacher/Teaching Assistant for interventions and support 2 sessions per week.	Targeted, focused small group support can address gaps in understanding in KS1 and KS2	1-3
Teachers and Teaching assistants facilitating Maths and English interventions for small groups of children and one-to-one across the school. Interventions to target gaps as identified through formative and summative assessment in the classroom. Interventions to run alongside classroom teaching.	Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.	1-3

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

Budgeted cost: £6,500

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Spaces available in breakfast and after school clubs.	Inclusive approach for all children and families to benefit from access to a full range of activities. This should encourage attendance in school with a positive start to the day.	4 and 5
Pastoral support sessions	Positive outlet for discussing social and emotional needs.	5
Budget allocated for children to attend educational visits through school	Inclusive approach for all children and families to ensure that disadvantaged children have the opportunities to engage in quality extracurricular activities such as trips, clubs etc.	5

**Total budgeted cost: £25,160**

## 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.

#### **Progress in Reading:**

**50.0%** of the school's Disadvantaged cohort achieved the expected standard in Reading, **5 pupils** out of 10.

This is **30.1%** lower than the **national Non-Disadvantaged** cohort at **80.1%**.

The **school's gap to Non-Disadvantaged** pupils **nationally** has **decreased by 51.8%** from +21.7% in 2022/23, to -30.1% in 2023/24.

The Disadvantaged cohort's **Reading Expected Standard** has **decreased by 50.0%** from 100.0% in 2022/23, to 50.0% in 2023/24.

#### **Progress in Writing:**

**20.0%** of The school's Disadvantaged cohort achieved the expected standard in Writing, **2 pupils** out of 10.

This is **58.0%** lower than the **national Non-Disadvantaged** cohort at **78.0%**.

The **school's gap to Non-Disadvantaged** pupils **nationally** has **improved by 19.4%** from -77.4% in 2022/23, to -58.0% in 2023/24.

The Disadvantaged cohort's **Writing Expected Standard** has **increased by 20.0%** from 0.0% in 2022/23, to 20.0% in 2023/24.

#### **Progress in Maths:**

**40.0%** of The school's Disadvantaged cohort achieved the expected standard in Maths, **4 pupils** out of 10.

This is **39.7%** lower than the **national Non-Disadvantaged** cohort at **79.7%**.

Our **school's gap to Non-Disadvantaged** pupils **nationally** has **improved by 6.2%** from -45.9% in 2022/23, to -39.7% in 2023/24.

Our Disadvantaged cohort's **Maths Expected Standard** has **increased by 6.7%** from 33.3% in 2022/23, to 40.0% in 2023/24.

**Greater Depth:** 0% of disadvantaged children achieved Greater Depth in Reading (20.9% lower than National Non-Disadvantaged Cohort), in Writing (9.4% lower than National Non-Disadvantaged Cohort) and Maths (17.6% lower than National Non-Disadvantaged Cohort) at the end of KS1.

0% of disadvantaged children achieved Greater Depth in Reading (32.1% lower than National Non-Disadvantaged Cohort), in Writing (15.4% lower than National Non-Disadvantaged Cohort) and Maths (26.8% lower than National Non-Disadvantaged Cohort) at the end of KS2.

**Attendance:** This is 4.2% higher than the national non-disadvantaged cohort at 4.4%.

The school's gap to non-disadvantaged pupils nationally has increased by 1.2% from +3.0% in 2022/23, to +4.2% in 2023/24.

The Disadvantaged cohort's Overall Absence has increased by 0.1% from 8.5% in 2022/23, to 8.6% in 2023/24.

The data highlights some encouraging progress for the disadvantaged cohort, particularly in GPS, where 70.0% achieved the expected standard, narrowing the gap to national peers. Additionally, improvements in Writing and the combined RWM measure, though modest, demonstrate that targeted interventions are beginning to have an impact. Moving forward, a focus on robust, individualised support, particularly in Reading and Writing, alongside strategies to challenge and stretch higher achievers, will be essential to sustain and build on this progress.

## 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

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	