

Pupil premium strategy statement

This statement details our school's use of pupil premium funding (and recovery premium for the 2024 to 2027 academic year) 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	421
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers	2024-2025 2025-2026 2026-2027
Date this statement was published	December 2024
Date on which it will be reviewed	October 2027
Statement authorised by	Denise Maudsley (Headteacher)
Pupil premium lead	Karen McSteen (Assistant Headteacher)
Governor / Trustee lead	Joanne McNeill (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 230,513
Recovery premium funding allocation this academic year	£ 10,585
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	£ 241,098

Part A: Pupil premium strategy plan

Statement of intent

Our school is committed to ensuring the needs of all pupils are met, allowing them to feel safe and valued to enable them to make progress and achieve their greatest potential. The focus of our pupil premium strategy is to have high standards and ambitions for disadvantaged children, including providing support for those who are already high attainers. Our intention is therefore, that all disadvantaged children make good progress and achieve high attainment across all subject areas.

We aim to inspire children to realise that anything is possible in our ever-changing world and provide them with the life-skills and knowledge to succeed. We aim to achieve this by providing high quality teaching, personalised educational support and offering opportunities that disadvantaged children would otherwise not have access to. Through these actions, not only will we see impacts for disadvantaged pupils; non-disadvantaged pupils will benefit from this. We have designed our curriculum to ensure it is fully inclusive for all children and that it addresses each aspect of how a child develops, progresses and grows both academically and emotionally. We want our curriculum to support and address the potential barriers that every child, regardless of their circumstances, in our school may encounter. We strive to ensure that all children thrive in a supportive and purposeful environment, which raises their aspirations for their current and future lives.

Our strategy is also vital in supporting wider school plans for education recovery, notably in its targeted support through targeted disadvantaged interventions offered by class teachers across the school. This targets those pupils whose education has been worst affected, including non-disadvantaged pupils also.

Currently, review from the previous impact statement demonstrates the success of the previous strategies implemented: excellent progress for disadvantaged pupils by the end of KS2, significantly higher than national figures. Research is clear that high-quality early education establishes the foundations for later success, including academic achievement, good health and well-being. While high-quality education benefits all children, it is especially important for those whose early learning has been limited, specifically those from disadvantaged backgrounds and those whose language and communication are delayed. We aim to focus this year's plan on ensuring that these strong foundations are built in the early years of school (EYFS, KS1).

Our approach will be embedded in assessment of pupil's challenges and individual needs, which will be identified through both formal and informal assessments.

To ensure they are effective we will:

- Ensure early intervention is established as a response to baseline assessments

- Ensure the work set for disadvantaged pupils is appropriate for their ability through adaptive teaching, including targeted support for disadvantaged children with additional needs and sufficient challenge for those more able disadvantaged pupils.
- Continue to embed our whole school approach in which all staff are accountable for the progress and attainment of disadvantaged pupils and continue to raise expectations of what they can achieve.
- Ensure whole school approach is monitored closely through bespoke disadvantaged progress meetings which focus specifically on the support disadvantaged pupils are receiving and the progress they are making.
- Continue to work collaboratively as an assessment team with SLT and the intervention manager to ensure disadvantaged children are making sufficient progress.

Challenges

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

Challenge number	Detail of challenge
1	Baseline assessments, discussions with pupils and observations demonstrate children are below and significantly below average starting points on entry particularly in oral language skills. Throughout the school there is an evident social communication, vocabulary and language gap, between disadvantaged and non-disadvantaged pupils.
2	Assessments, discussions with pupils and observations indicate a low level of basic foundational knowledge skills – specifically phonics, early reading and early maths. With these being the foundations of pupil’s education, children must be secure in these skills to be able to make good progress; however, there are notable discrepancies between disadvantaged and non-disadvantaged pupils in basic skills.
3	Teacher assessments indicate that writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils in KS1. Disadvantaged pupils have lower starting points on entry, resulting in this gap between them and their non-disadvantaged peers.
4	Historically and ongoing, school recognises a challenge with reducing the number of persistent absentees amongst disadvantaged children and an ongoing challenge to improve term-on-term, year-on-year attendance overall for disadvantaged children and increase engagement from the most hard-to-reach families. Pupils that are persistent absentees or severely absent do not benefit from our quality teaching and targeted interventions offered.
5	Increasing numbers of disadvantaged children and families experiencing trauma, crisis and/or emotional difficulties (some with external support or early help support depending on circumstances). This affects their learning, behaviour, attitudes and attendance in school.

6	Large majorities of disadvantaged pupils are coming to school without sufficient resources and necessary equipment to be able to access the full curriculum. This has been more evident with the cost of living crisis.
7	There is a significant increase of pupil premium children with overlapping factors e.g. SEN, EAL (particularly limited or no English, new to country) which create additional barriers to accessing the curriculum.
8	Reduced cultural capital – pupil voice and staff observations have noted that disadvantaged pupils have decreased knowledge and first-hand cultural experiences which may impact upon their aspirations, motivation and wellbeing.

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 oral skills and outcomes for GLD at the end of EYFS. Improved vocabulary and language skills for disadvantaged pupils across the school.	Early years assessments will indicate that the gap between disadvantaged and non-disadvantaged pupils' is closing particularly in oral language and vocabulary.
An increased number of disadvantaged pupils reaching the expected standard in the year 1 PSC and in reading and maths at the end of KS1.	End of KS1 formal assessments will indicate and show that more disadvantaged children have achieved expected standard or above in reading and maths. The phonics screening check will also show that the gap is closing compared to national levels of children reaching the pass mark and above.
An increased number of disadvantaged pupils reaching the expected standard in writing at the end of KS1.	Teacher assessments, book scrutiny and internal moderation shows more disadvantaged children are achieving expected or above in writing at the end of KS1.
Maintained excellent progress for disadvantaged pupils achieving in RWM at the end of KS2.	End of KS2 statutory assessments will continue to show attainment in line / above national figures for disadvantaged pupils in RWM.
Improved attendance for all pupils including disadvantaged and a reduction in the number of persistent absentees amongst disadvantaged pupils.	An overall increase in school attendance at the end of the academic year (school target: 98%). Continue to close the gap between disadvantaged and non-disadvantaged pupils and meet/exceed national figures.
Raised values of confidence, self-esteem, and resilience.	Sustained high levels of wellbeing demonstrated by pupil voice, parent voice (parent questionnaires) and teacher observation.

<p>All disadvantaged pupils are equipped with everything they need to access all areas of the school curriculum. Disadvantaged pupils that attend breakfast club have a nutritious breakfast and are set up for the day.</p>	<p>Children are prepared, well equipped, resourced and ready to learn with no external barriers.</p>
<p>Overlapping factors are quickly identified and targeted support is provided to reduce these barriers and enable all children regardless of overlapping factors to be able to access the curriculum.</p>	<p>All children, including those with overlapping factors, are able to access the curriculum confidently and with appropriate levels of support in place.</p>
<p>All disadvantaged pupils have access to specialised Spanish, music, and P.E. opportunities (swimming, bikeability).</p>	<p>Disadvantaged pupils have increased experiences linked to cultural capital, improving aspirations, motivation and wellbeing.</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)

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional Teaching Assistant employed in Early Years and KS1 to support PP children with communication and language and phonics as they move into KS1.</p> <p>Additional teacher equivalent in Key Stage 1 for targeted support in phonics and reading.</p> <p>1 additional teacher across Key Stage 2 for targeted support in Reading, Writing and Maths.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>One of the EEF's recommendations for improving literacy in Key Stage 1 is to effectively implement a systematic phonics programme, ensuring extra support needed is identified and if learning can be accelerated through targeted teaching. Literacy KS1 Guidance Report 2020.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>Some pupils may require additional support in order to make good progress. Evidence indicates that small groups can be a powerful tool for supporting these pupils when they are used carefully. 2. Targeted academic support EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 3</p>
<p>Outside consultants to work alongside teachers to enhance teaching strategies and ensure high-quality teaching provision for all disadvantaged children.</p> <p>CPD opportunities to enhance skills and update curriculum to</p>	<p>Evidence suggests that professional development offers a crucial tool to develop teaching quality and subsequently enhances children's outcomes in the classroom. EEF-Effective-Professional-Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>EEF states that schools should ensure every teacher is supported in delivering</p>	<p>1, 2, 3, 7</p>

<p>ensure strong foundational development for all disadvantaged pupils.</p> <p>Develop skillsets of children through specialist teaching in swimming, music and Spanish by providing sessions led by subject specialists.</p>	<p>high-quality teaching as this is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>High-quality teaching EEF (educationendowmentfoundation.org.uk)</p> <p>Ofsted state that whilst high quality early education is important for all, it is specifically crucial for those who come from disadvantaged backgrounds.</p> <p>Strong foundations in the first years of school - GOV.UK</p> <p>The EEF states that content knowledge, of a deep and connected kind is essential for 'great teaching' and academic success. Specialised teaching enhances teaching quality across the school.</p> <p>High-quality teaching EEF (educationendowmentfoundation.org.uk)</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted additional booster sessions held after school by class teachers to support PP children with Maths and English.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind in small group setting.</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 3, 7</p>
<p>Online resources and additional</p>	<p>Evidence indicates that technology has the potential to increase the quality and quantity of practice that pupils can undertake, both inside and</p>	<p>2</p>

<p>resources including higher order texts for more able PP children - particularly reading materials (reading for pleasure).</p> <ul style="list-style-type: none"> - MyON - Accelerated Reader 	<p>outside the classroom (MyON can be accessed from home too).</p> <p>EEF Digital Technology Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>EEF also state that technology can be engaging and motivating for pupils and that using technology to support retrieval practice and self-quizzing can increase the retention of key ideas and knowledge (Accelerated Reader).</p> <p>EEF Digital Technology Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	
<p>Specialised speech and language support 'MAST'</p>	<p>As part of the key principles of inclusion stated in the DFE's National Curriculum document- "Teachers should plan teaching opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in all subjects." 4.6</p> <p>National curriculum in England: framework for key stages 1 to 4 - GOV.UK (www.gov.uk)</p>	<p>8, 7</p>

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Children's University to help raise aspirations, motivation and celebrate success in</p>	<p>There is compelling evidence that career learning should begin in primary school and continue through adulthood. Studies provide some evidence of improvements in self-efficacy, self-confidence, career maturity, decision-making skills, career competencies or career identity.</p>	<p>7, 8</p>

<p>academic, personal, creative arts and sporting achievements.</p> <p>Career Connex and other career aspirations organisations including universities to inspire, motivate and expose children to the opportunities available to them in their future.</p>	<p>Careers education EEF (educationendowmentfoundation.org.uk)</p> <p>Careers_review.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	
<p>Subsidy of residential and educational visits/trips.</p>	<p>Based on the EEF, it is believed that enriching education has intrinsic benefits and that all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich education.</p> <p>Life skills and enrichment EEF (educationendowmentfoundation.org.uk)</p>	<p>6, 7, 8</p>
<p>Bought in professional and outside expertise (authors, poets, musicians and artists).</p>	<p>Based on the EEF, it is believed that enriching education has intrinsic benefits and that all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich education.</p> <p>Life skills and enrichment EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 6, 7, 8</p>
<p>Counselling service- Brighter Horizons- to work with disadvantaged pupils for emotional support, mental health and wellbeing.</p>	<p>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):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>5, 7</p>
<p>Counselling service- Seedlings- to work with</p>	<p>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):</p>	<p>5, 7</p>

disadvantaged pupils for emotional support, mental health and wellbeing.	EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	
P.E teacher to lead lunchtime games clubs with disadvantaged children with overlapping factors to support co-ordination, confidence, resilience and teamwork.	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)	7, 8
School minibus to help improve attendance/punctuality of disadvantaged children and provide transport for disadvantaged children to excursions/sports events.	Following guidance from the DfE's Improving School Attendance advice. The EEF states that well-designed school communications can be effective for improving attainment and a range of other outcomes, such as attendance. EEF Parental Engagement Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)	4
Additional sessions provided by Educational Psychologist for emotional support and mental health.	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)	7
EWO service agreement- to support disadvantaged families with engagement and attendance.	Effective use of the EWO service improves attendance in school. Following guidance from the DfE's Improving School Attendance advice. The EEF states that well-designed school communications can be effective for improving attainment and a range of other outcomes, such as attendance. EEF Parental Engagement Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)	4

Total budgeted cost: £

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.

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using Key Stage 2 performance data, phonics check results and our own internal assessments. As of 2024, KS1 data is no longer published, however we will continue to use the national assessments to inform teacher judgements for internal assessment.

Despite very low levels of attainment upon entry to St John's, by the time pupils end their learning journey at St John's in Year 6, the gap is significantly bridged between disadvantaged and non disadvantaged pupils. This is evident through recent 2024 KS2 SATS results which were significantly above local and national results.

Data from tests and assessments at the end of KS2 2024 **exceeded national** for disadvantaged pupils in Reading, Writing and Maths. 83% of disadvantaged pupils reached the expected standard in reading, 78% of disadvantaged pupils were working at the expected standard in Writing and in Maths, 79% of disadvantaged pupils reached the expected standard. End of KS2 data clearly evidenced excellent progress and attainment for disadvantaged pupils. 80% of disadvantaged pupils achieved in Reading, Writing and Maths combined – this is significantly above national for RWM combined for disadvantaged pupils which was 45% (+35%).

With reference to our intended outcomes in this pupil premium strategy, we have analysed the previous outcomes (below) and now that we have come to the end of the three-year strategy, we have updated challenges and outcomes for the three year period ahead (Page 3,4,5).

Improved oral skills and outcomes for GLD at the end of EYFS and improved vocabulary across the school for disadvantaged pupils:

- An increase in outcomes for GLD- 64% in 2024 compared to 59% in 2023.
- Despite children entering Early Years at low starting points and emerging within all areas, 90% of children left Reception in 2024 having achieved the expected standard in the 'listening, attention and understanding' and 86% in the 'speaking' aspect of communication and language.
- EYFS staff have continued to embed mathematical vocabulary and used teaching strategies from bespoke maths training that are in line with the whole school vocabulary project.
- Working across network schools has also enabled staff to share good practice of the teaching of vocabulary.

Increased number of disadvantaged pupils reaching the expected standard in year 1 PSC and in Reading and Maths at the end of KS1.

- An overall improvement in attainment across PSC.
- Broadly inline with national figures for disadvantaged pupils.
- 74% of disadvantaged pupils achieved PSC. Out of the 26% who did not achieve, 80% have SEN overlapping factors and 20% are EAL.
- 67% of disadvantaged pupils achieved the expected standard for Reading at the end of KS1. *National data is no longer collected for attainment at the end of KS1 as it has been in previous years.*
- 60% of disadvantaged pupils achieved the expected standard for Maths at the end of KS1.
- A reduced gap in the comparison of attainment between disadvantaged and non-disadvantaged children.

An increased number of disadvantaged pupils reaching the expected standard in Writing KS1.

- 60% of disadvantaged children met the expected standard at the end of KS1 in 2024. This is a slight decrease on 2022-23 and will therefore continue to be a target for 2024-25.

Children are more confident and secure in their understanding and interpretation of mathematical vocabulary which results in better outcomes and improved reasoning skills.

- Impacts have been evidenced in the outcomes at the end of KS2 in 2024, where 79% of disadvantaged children achieved the expected standard in Maths. This was significantly above the national for disadvantaged pupils (+18% above national).
- Staff regularly revisit previous bespoke training from a maths consultant and have ensured that their teaching of mathematical vocabulary is thorough and ongoing, which has had a noticeable impact on children's reasoning skills.
- The use of mathematical vocabulary has become embedded practice within the school over the three year period, therefore it is no longer one of our school challenges.

Improved attendance for all pupils including disadvantaged children and a reduction in the number of persistent absentees amongst disadvantaged pupils.

- Overall attendance of disadvantaged pupils in 2023 -2024 academic year was 94.2%. This is significantly above national attendance for disadvantaged pupils which was 88.9% for academic year 2023-2024. · The gap between the attendance rate of disadvantaged children and non-disadvantaged children continues to close. There was a 1.9% gap in the attendance rate of disadvantaged and non-disadvantaged children as evidenced at the end of the 2022-23 academic year. This

gap continues to close – it was 1.7% at the end of the 2023 -2024 academic year. The national gap between disadvantaged and non-disadvantaged pupils which was 5.2% for the academic year 2022-2023. · There has been a notable reduction in the number of PAs who are disadvantaged also. At the end of 2023-2024, 17.8% of all disadvantaged pupils in the school were identified as a Persistent Absentee. Overall, the Persistent Absentee rate for all pupils was 11.7% for the academic year 2023 - 2024– this was significantly better than the national rate for Persistent Absentees which was 15.2%.

Disadvantaged children have access to counselling support via Brighter Horizons and Seedlings.

- A significant number of disadvantaged children accessed therapeutic specialist support.
- Over 40% of disadvantaged pupils accessed 2 or more of the services available.
- Thus, emotional wellbeing is supported for these pupils resulting in them being better equipped to access the full curriculum.

All disadvantaged pupils are equipped with everything they need to access all areas of the school curriculum.

- Disadvantaged children continue to come to school equipped with everything they need and families feel supported by the school.
- We have seen an increase in the need for this due to the cost-of-living crisis.
- Disadvantaged children also receive regular food donations from the LFC foundation to ensure they are equipped for half terms.

Overlapping factors are quickly identified and targeted support is swiftly put in place to reduce additional barriers.

- In the Summer Term, teachers are provided with an analysis and in-depth handover of their new class and therefore are aware and can identify any overlapping factors ready for September.
- Teachers and teaching assistants also work closely with the intervention manager and SENCO to identify any further and targeted support that can be put in place from the onset.

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
Seedlings primary school therapeutic support	Liverpool CAMHS/YPAS
Brighter Horizons Counselling services	

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?	