

# St. John's Catholic Primary School



Love one another, as I  
have loved you.

**Pupil Premium Strategy**  
**2023 – 2024**

This statement details our school's use of Pupil Premium (and Recovery Premium for the 2023 – 2024 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 setting.

## School overview

Detail	Data
School Name	St John's Catholic Primary School
Number of pupils in school	209 (including 18 Nursery children)
Proportion (%) of pupil premium eligible pupils	11.5%
Academic year/ years that our current pupil premium strategy plan covers	2023 - 2024
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Maureen Collier
Pupil Premium Lead	Maureen Collier
Governor/ Trustee Lead	Roisin Phillips

## Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£40,553
Recovery Premium funding allocation this academic year	£0
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£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	£40553

# Part A: Pupil Premium Strategy Plan

## Statement of Intent

- We aim to ensure that teaching and learning opportunities meet the needs of all the pupils.
- We aim 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 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.

## Ultimate Objectives

To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.

For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6 and thus achieve GCSE's in English and Maths.

## Achieving these objectives:

- Additional teaching and learning opportunities provided through trained TAs or external agencies
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age related expectations
- Transition from primary to secondary and transition within the academic year from another setting and into EYFS.
- Additional learning support.
- Pay for all activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Support the funding of specialist learning software.
- To allow the children to learn a musical instrument and to sing in a choir across Warwickshire.
- Behaviour and nurture support during lunchtimes by providing activities to engage and promote St John's values and thus enhance learning.

## Challenges

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

Challenge number	Detail of challenge
1	Children may also be SEND children - Increasingly complex social and emotional needs impact the learning behaviours of our most vulnerable pupils.
2	Poor early language acquisition and low prior attainment in the early years often results in slower progress in CLD and ultimately in literacy skills. These barriers to Reading and Writing can persist into the earlier stages of KS2 if not tackled early on.
3	Children's written skills do not always match their ability to articulate ideas orally, creating a mismatch in attainment and an area of frustration.
4	Many of the PP children are affected by poor social, emotional and mental health issues. Parental engagement is increasingly important as parents' support is required to understand and address their children's increasingly complex needs and behaviours for learning.

## 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
Higher rates of progress and attainment in CLD in the Early Years	Increased numbers of children achieving GLD. Greater rate of progress in CLD and Literacy across Nursery and Reception classes.
Higher rates of progress in all subjects for all PP children in KS1.	PP children make at least the same rates of progress as their non-PP classmates and progress is accelerated for the vast majority who are below ARE.
Higher rates of attainment in all subjects for all PP children and especially by the end of KS2.	A higher proportion of PP children are achieving the 'Expected' standard by the end of KS2 and this % is at least in line with National levels for PP children.
Social and emotional needs of children are being well met, resulting in greater rates of progress and higher attainment levels for these most vulnerable children.	The majority of vulnerable children are accessing the curriculum and making good progress against prior attainment. KS2 results show that our most vulnerable children have made good progress across the school and attainment shows that ambitious targets have been met.

Greater confidence amongst parents in supporting their children at home in key areas of the curriculum.

Higher rates of confidence in parents reflected in greater engagement with remote learning and in all school activities.

## 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 previously.

## Teaching (for example CPD, recruitment and retention)

Budgeted cost: £9720 (CPD and resources)

Activity	Evidence that supports this approach	Challenge addressed
To improve children's communication and language skills through first class quality teaching and use of HLTA/ TA to carry out interventions at least 3 times per week	Whole school share approach to addressing gaps through delivering targeted therapies in reading. Early language is a clear priority and therapies/ interventions include strategies informed by Speech and Language.	Class teachers focus on missed learning and basic skills. Interventions to target children on specific areas and to help with language and communication.

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

Budgeted cost: £22,926

Activity	Evidence that supports this approach	Challenge addressed
To ensure we close the gap on missed learning opportunities and strive for all children to make ARE progress or above	Most classes have at least a full time TA to support PP children and the gaps in their learning.	Rise in confidence and self-esteem reflecting improved learning behaviours
Further enhance all staff understanding of social, emotional and mental health issues.	Programme of PSHE for all staff to deliver. Training for all staff on emotional welling. Wellbeing days. Increased physical activity. Emotional and mental health issues are barriers to attainment and progress for	Rise in confidence and self-esteem reflecting improved learning behaviours

	some pupils, especially disadvantaged groups.	
Continued focus on early language development and literacy strategies linked to speech and language. EYFS Team continuing to access WellComm materials.	Key EYFS approach to developing early reading and language skills supported by Reading Framework, Early Years Development Matters and WellComm assessment	EYFS children will make accelerated progress in acquiring new vocabulary and to be able to have conversations with peers and staff. Confidence will improve in children and with language acquisition this will improve their reading and writing.

## Wider strategies (for example, relate to attendance, behaviour, well-being)

Budgeted cost: £7907

Activity	Evidence that supports this approach	Challenge addressed
Point Five Behaviour Management training for all staff	Support children across the school with additional needs	Help with behavioural needs
Mental Health First Aider to increase mentoring time	Children with mental health concerns to be able to speak to Mental Health First Aider where needed	Help with mental health so children are ready for learning
Pay for visits and school clubs so children get to experience wider school life	Children will be able to participate in wider school life and take part in a range of activities.	Increase self esteem and confidence. Offer a range of experiences.
Lunchtime supervisor to lead specific games and access play leader training	Children are engaged outside with leader led activities	Help with behaviour and increased confidence.
Father Hudson Home School Link Worker to support most vulnerable and hard to reach families.	HSLW has successfully engaged with some of our harder-to-reach families across the MAC and improve outcomes for their children	Parents/ carers will become more engaged and thus attendance will improve for children.
Breakfast Club to support punctuality, attendance and behaviour regulation in most vulnerable	Breakfast Club has improved the punctuality and attendance in children. Breakfast Club has also helped to support behaviour regulation in children. Evidence is anecdotal but notable.	Attendance increases and children are at school on time to participate fully in learning.

**Total budgeted cost: £40,553**

## 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 2022 to 2023 academic year.

Key Ta's trained in supporting SEND in Years 3 and 4

TA leads 1:1 support for targeted children to work on basic skills

Targeted support for children in KS2 for phonics, reading and spelling