

St. John's Catholic Primary School



Love one another, as I
have loved you.

Pupil Premium Strategy
2024 – 2025

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

School overview

Detail	Data
School Name	St John's Catholic Primary School
Number of pupils in school	217 (including 17 Nursery children)
Proportion (%) of pupil premium eligible pupils	11.5%
Academic year/ years that our current pupil premium strategy plan covers	2024 - 2025
Date this statement was published	October 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Maureen Collier
Pupil Premium Lead	Maureen Collier
Governor/ Trustee Lead	James Chivanga

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£36,800
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	£36,800

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 high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. 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 diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement one other to enable pupils to excel. To ensure they are effective we will:

- ♣ ensure disadvantaged pupils are challenged in the work that they are set
- ♣ act early to intervene at the point 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

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 Six 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 Oxfordshire.
- 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	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. Needs continue after fluency due to limited vocabulary and experience of some pupils.
3	Formal and informal assessments indicate that a mastery curriculum in Mathematics (White Rose Maths) is less accessible for lower attainers, and particularly our disadvantaged pupils.
4	Reviews, evaluations and monitoring highlight the need to embed pedagogical expertise and our wider curriculum to respond to the needs of all our pupils. Observations and discussions with pupils and families identified limited cultural capital and links with the local/ wider community.
5	Our assessments, observations and discussions with pupils and families have identified increased social and emotional need in pupils. These challenges particularly affect disadvantaged pupils, including their attainment.

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
Challenge 1 Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Challenge 2 – 3 Improved phonics, reading, writing and maths attainment among disadvantaged pupils.	Termly progress and attainment monitoring shows diminishing difference between disadvantaged pupils and their peers. GLD, Phonics, KS1 and KS2 end of year data shows diminished difference from 2023 - 24.
Challenge 4 Provide and embed a bespoke curriculum including a wide range of enrichment opportunities to broaden experiences and aspirations of all children including those eligible for PP	Increased offer of and participation in enrichment activities, particularly among disadvantaged pupils, such as free breakfast club, after school clubs, residential and educational visits.
Challenge 5 Achieve and sustain improved wellbeing for all pupils, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys and teacher observations • a reduction of incidents on CPOMs linked to mental health

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: £9650 (CPD and resources)

Activity	Evidence that supports this approach	Challenge addressed
Wellcomm Language Screening, staff training and staff resource time in EYFS	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1
Phonics Lead – Embed Little Wandle	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word	2

<p>phonics programme. Training for support staff. Resources and CPD for all Nursery – Y3 staff, Little Wandle reading material for Reception – Y3, free reading books for KS2</p>	<p>reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Refine Whole Class Reading model (WCR) and Guided Reading (GR) model in Y3 – Y6. Continued engagement with The Literacy Company for staff training on modelling of writing. Resources, staff training and English Lead resource time</p>	<p>On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. EEF: challenge. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehensionstrategies</p>	2
<p>Teacher and Associate Staff Development model – CPD program to develop reflection skills and embed new skills introduced in training.</p>	<p>Quality of teaching is the single most important driver of pupil attainment and a range of other positive outcomes - EEF. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learningapproaches https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-andself-regulation</p>	1,2,3,4,5
<p>Maths White Rose and NCETM training, resources and materials. Mastering Number at KS2 training times and resources.</p>	<p>The EEF toolkit suggests that mastery learning accelerates progress. Work is challenging and is particularly effective when pupils work in groups and take responsibility for supporting each other's progress: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learningapproaches</p>	

	https://educationendowmentfoundation.org.uk/education/evidence/guidance-reports/early-maths	
	Improving Mathematics in Key Stages 2 and 3	

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

Budgeted cost: £20,500

Activity	Evidence that supports this approach	Challenge addressed
Intervention Learning Assistant providing targeted support in LKS2 for early reading and phonics.	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	2
Intervention Learning Assistant providing targeted support in KS2 for early reading and phonics and maths.	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	2
Intervention Learning Assistant providing targeted support in KS2 for maths	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups	3

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

Budgeted cost: £6650

Activity	Evidence that supports this approach	Challenge addressed
Identification of eligible pupils through SIMs package.	Accurate and timely identification of eligibility is essential in PP management.	1-5
Minibuses to enable enrichment offer.	Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-	4

	<p>solving, explicit reflection and discussion of thinking and emotion (see also Metacognition and self regulation) may also be involved. All the above have been shown to have a positive impact on outcomes- EEF</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/metacognition-and-selfregulation/regulation</p>	
<p>Subsidised residential offer Y6 and subsidised educational visits N – Y6.</p>	<p>Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion (see also self regulation) may also be involved. All the above have been shown to have a positive impact on outcomes</p> <p>EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdooradventure-learning</p>	4

Total budgeted cost: £36,800

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.

Intended Outcome	Success Criteria
Children may also be SEND children - Increasingly complex social and emotional needs impact the learning behaviours of our most vulnerable pupils.	Working with EP and Point 5 has given the staff key skills to address and alleviate episodes of dysregulation
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.	Outcomes for pupils eligible for PP is still lower in most year groups.
Children's written skills do not always match their ability to articulate ideas orally, creating a mismatch in attainment and an area of frustration.	Moderation of writing shows improved use of vocabulary
Many of the PP children are affected by poor social, emotional and mental health issues. Parental	50% of clubs are attended by pupils eligible for FSM.

engagement is increasingly important as parents' support is required to understand and address their children's increasingly complex needs and behaviours for learning.

CPOMS incidents of mental health have reduced from 2022 due to a further MHFA being trained, Worry club runs at lunch times so children have somebody to talk to.