

Pupil premium strategy statement – St. John’s Catholic Primary School

Before completing this template, read the Education Endowment Foundation’s [guide to the pupil premium](#) and DfE’s [pupil premium guidance for school leaders](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school’s use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	225
Proportion (%) of pupil premium eligible pupils	10.7%
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	July 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Bethany Page/ Claire McGeehan
Pupil premium lead	Bethany Page
Governor / Trustee lead	James Chivenga

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25,080
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£25,080

Part A: Pupil premium strategy plan

Statement of intent

As a Catholic school, our mission is rooted in dignity, equity and ensuring that every child is given the opportunity to flourish academically, socially and spiritually. Although the proportion of pupils eligible for Pupil Premium is relatively low (10.7%), at St. John's we recognise that disadvantage can significantly impact outcomes if not addressed with precision and care. 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.

Our strategy is built on three key principles:

- Quality-first teaching with a strong focus on oracy, mathematical understanding and transcription skills.
- Targeted support to address identified gaps early.
- Wider opportunities and pastoral care to remove barriers and build cultural capital.

We aim to ensure that disadvantaged pupils achieve in line with their peers and develop the confidence, resilience and skills needed for lifelong success.

Ultimate Objectives:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates to reach Age Related Expectation at the end of Year Six.
- Provide wider cultural experiences in the form of school trips, visits and other enrichment opportunities to support children knowing more and remembering more and to equip pupils with motivation, confidence and resilience.
- Improve children's punctuality and attendance.
- Improve oral language skills and vocabulary among disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
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1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils, impacting their access to the wider curriculum.
2	Our assessments indicate inconsistent fluency in arithmetic and transcription skills (writing stamina, spelling, handwriting)
3	Our curriculum provides a reduced access to wider enrichment opportunities and cultural capital.
4	Our assessments, observations and discussions with pupils and families have identified increased social, emotional and behavioural needs in pupils, affecting their overall readiness to learn. These challenges particularly affect disadvantaged pupils, including their attainment.
5	Our assessments indicate that there are some barriers to attendance and punctuality. As a result, some pupils are not consistently accessing learning opportunities from the start of the school day, which can have a negative impact on progress, wellbeing, and attainment.
6	Increase parental confidence and engagement in supporting learning at home through improved communication, guidance, and access to practical resources.

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 language skills and vocabulary among disadvantaged pupils	Disadvantaged pupils will demonstrate improved oral language and vocabulary skills through increased confidence in speaking and listening, greater use of subject-specific and ambitious vocabulary, and measurable progress in communication, reading, and written outcomes across the curriculum.
Stronger arithmetic skills and improved fluency and confidence in mathematics.	Children demonstrate improved arithmetic fluency through increased accuracy, speed, and confidence when applying calculation skills, leading to stronger attainment and progress in mathematics across the curriculum. Assessment records will show improved attainment in these skills.
Improved writing transcription skills through increased accuracy, fluency, and consistency in handwriting, spelling, and sentence construction.	Children demonstrate improved transcription skills through more accurate spelling, fluent handwriting, and increased stamina when writing, resulting in higher-quality written outcomes across the curriculum. This is

	evident when triangulated with other sources of evidence, including book scrutiny and ongoing formative assessment.
Increased participation in wider curriculum and engagement in enrichment opportunities.	Disadvantaged pupils will access trips and wider enrichment opportunities such as Forest School and Clip and Climb opportunities. Disadvantaged pupils will also access trips linked to their year group curriculum.
Pupils will show an improved behaviour for learning.	Pupils will demonstrate improved behaviour for learning, evidenced by increased engagement in lessons, positive attitudes to learning, sustained attention, reduced behaviour incidents, and consistent participation in classroom activities. Pupils will consistently demonstrate 'Ready, respectful and safe' and understanding the meaning of this.
Improved attendance and punctuality across the school.	Attendance for disadvantaged pupils improves, with a reduction in persistent absence and lateness. The attendance gap between Pupil Premium and non-Pupil Premium pupils will narrow, targeted pupils meet individual attendance targets, and improved attendance leads to increased engagement in learning and better educational outcomes. Disadvantaged pupils' attendance will be in line with or above national averages.
Strengthen home-school engagement by developing positive, collaborative partnerships with parents and carers, ensuring families are actively involved in their child's education.	Home-school engagement is strengthened through increased parental participation in school events and parental workshops and an improved communication between school and families. Targeted guidance will be provided for families of disadvantaged pupils so that they are better equipped to support attendance, wellbeing, behaviour, and academic achievement.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed and enhance our teaching of maths mastery, using the NCETM maths mastery approach. - Scofield and Sims workbooks - Mastering number daily fluency - CPG workbooks - Numbots - MOT sessions	Improving the quality of maths teaching will deepen pupils' conceptual understanding of key mathematical concepts. Emphasis is placed on problem solving, encouraging mathematical thinking and using mathematical language. https://educationendowmentfoundation.org.uk/projects-and-evaluation/promising-programmes/mathematics-mastery-primary	2
Embed and improve foundational skills and transcription skills. - Embed Handwriting scheme across year groups - CPG books for grammar and comprehension - Transition activities	By embedding routines to build fluent transcription, we ensure that every child develops the fluency and confidence they need to become independent writers. https://educationendowmentfoundation.org.uk/news/how-sentence-dictation-improves-reading	3
Embed adaptive teaching with a key focus on retrieval and scaffolding - Rosenshine's Principles of Instruction – showing these strategies will improve learning by helping pupils retain knowledge and helping them become	Rosenshine's principles (2012) are a useful teaching framework. The principles include stating clear objectives and reviewing what learners already know. Research shows these principles can improve learner results. https://www.structural-learning.com/post/rosenshines-principles-a-teachers-guide	2

independent learners		
Strengthen oracy across the curriculum, embedding effective strategies to promote high quality discussion and enable pupils to articulate thinking. - Sentence stems - Debates - Chris Quigley CPD	Developing oral language is integral to effective teaching, with high-quality vocabulary development and creative speaking and listening opportunities. Language-rich classrooms develop confident communicators. https://educationendowmentfoundation.org.uk/news/talking-the-talk-teacher-and-leader-views-on-embedding-oral-language-across-the-curriculum	1 and 2

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

Budgeted cost: £18,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted support for children in Key Stage 2 to achieve the expected level for individual year groups and at the end of Key Stage 2 - Targeted support from assessments - Deploying support staff effectively	The evidence indicates that small group and one to one interventions can be a powerful tool for supporting pupils when used alongside high-quality teaching. https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support	1 and 2
Embed Little Wandle Phonics Rapid Catch-up programme for our KS2 pupils - Effective assessment of pupils - Effective timetabling	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1 and 3
Home learning packs focused on mathematical skills, transcription and oral skills. - Maths resources - Writing journals - Reading for pleasure	Approaches that aim to increase general parental engagement, for example by encouraging parents to read with their children can have a moderate positive impact for all children. This will overall provide higher attainment gains. https://educationendowmentfoundation.org	1, 2, 3 and 6

- Board games to promote conversation and discussion	g.uk/early-years/toolkit/parental-engagement	
Teaching assistant support to provide targeted interventions for all levels - CPD for teaching assistants to provide high-quality interventions	The evidence indicates that small group and one to one interventions can be a powerful tool for supporting pupils when used alongside high-quality teaching. https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support	1 and 2

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

Budgeted cost: £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Identification of eligible pupils	Accurate and timely identification of eligibility is essential in PP management	1-6
Subsidised residential offer for Y4 and Y6 and subsidised educational visits N – Y6.	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. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions may support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	3
Transport to enable the enrichment offer (minibuses and coaches)	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. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions may	3

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Behaviour curriculum overhaul (Ready, Respectful, Safe; Zones of Regulation)	A consistent, whole-school approach to behaviour and self-regulation ensures predictable boundaries, making children feel safe and enabling them to manage their own actions. https://educationendowmentfoundation.org.uk/early-years/toolkit/self-regulation-strategies	4
Inclusion groups focused on building resilience and confidence.	Targeted social and emotional learning interventions, such as nurture and inclusion groups, improve academic outcomes. For younger learners lacking academic confidence and resilience, these specialised, small-group programs help regulate behaviour, build relationships, and reduce barriers to learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4
Attendance strategy focused on building relationships and analysing attendance/persistent absentees	A holistic understanding of pupil's barriers to attendance are most effective. Positive and personalised communication is most effective. https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/communicate-effectively-with-families	5 and 6
Reduced rate breakfast club payments	This structured start dramatically improves reliability for families and boosts overall attendance. Informal social interaction with peers and staff helps build children's confidence, communication skills, and friendships across different year groups https://www.gov.uk/government/case-studies/benefits-of-breakfast-clubs	5 and 6

Total budgeted cost: £32,600

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

- Strong foundations for reading in EYFS and Year 1. There are larger gaps for our disadvantaged pupils in LKS2, with some of our disadvantaged pupils reaching GDS in UKS2.
- The biggest gaps for writing for disadvantaged pupils are in LKS2. Again, we have strong foundations, especially in EYFS and Year 1. We have some disadvantaged pupils achieving GDS for writing in Year 5 and majority reaching EXS in Year 6. There are fewer pupils, compared to the overall cohort, reaching GDS in writing.
- Strong foundations for maths in EYFS and Year 1. Disadvantaged pupils in Year 2 and Year 3 are below ARE. There is a larger group of disadvantaged pupils not achieved ARE in LKS2. A minority of disadvantaged pupils in Year 5 have not achieved ARE. There is a small pocket of disadvantaged pupils in Year 4 achieving GDS. All year groups show gaps in achieving EXS in maths.
- The data indicates a need for targeted intervention in Writing and Maths, especially for disadvantaged pupils in Key Stage Two.
- Attendance for PP pupils for the year was 93.4% and for non-PP pupils it was 95.6%. The PP attendance has increased compared to the last academic year. School will continue to monitor attendance for all groups on a monthly basis to reduce absence further.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.