

# Reviewed Pupil Premium Strategy Statement

This statement details St John the Baptist Catholic Primary School's use of Pupil Premium funding for the **2024 to 2025** 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 the Baptist
Number of pupils in school	205
Proportion (%) of pupil premium eligible pupils	50%
Academic year/years that our current pupil premium strategy plan covers	2021/ 22 – 2024/ 25
Date this statement was published	26.09.2024
Date on which it will be reviewed	September 2025
Statement authorised by	H. Cox Chair of Governors
Pupil premium lead	I Gallagher Headteacher
Governor / Trustee lead	A Spindlow Pupil Premium Governor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£157,518
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	£157,518

## Statement of intent

At St. John the Baptist Catholic Primary School, we have high expectations for all pupils and believe that, with high quality teaching, outstanding pastoral support, effective engagement with parents/ carers and a personalised approach to meeting children's needs, every child can fulfil their individual academic, emotional and cultural potential. The focus of our Pupil Premium Strategy is to support disadvantaged children to meet these goals however, implicit in our intended outcomes is the intention that non-disadvantaged pupils' attainment will also be sustained and improved alongside progress for their disadvantaged peers.

Strong leadership ensures that Pupil Premium funding is allocated effectively each year to have the necessary impact across school so that pupils achieve at least the same academic outcomes as non-disadvantaged pupils with similar starting points. To achieve this, all pupils must be offered equal access to a high quality curriculum, through the most appropriate teaching strategies. They should have access to a broad range of extra-curricular opportunities and be exposed to planned strategies that enable them to expand and develop their cultural capital. Our current approach supports these aims by focusing on early speech and language screening and intervention; the provision of high quality phonics teaching, excellent early reading opportunities; maths mastery approaches and a bespoke, wider curriculum selected for our children following extensive research.

Another particular focus of our overall strategy is the importance of cultural, vocational, social and arts appreciation opportunities to support the wider learning of disadvantaged students, enhancing cultural capital and removing barriers to accessing and understanding the wider curriculum. Our bespoke curriculum is designed with a consideration of metacognition and how we learn and provides children with opportunities to develop into confident, independent learners who will aim for success in later life and make a positive contribution to society.

In addition, leaders use our funding to create opportunities for children to develop resilience, perseverance and positive self-esteem through outstanding, targeted and bespoke pastoral support and care. This support is there for both children and their families to ensure maximum impact.

All strategies employed at St John the Baptist Catholic Primary School are evidence informed and research based using recommendations outlined by the Education Endowment Foundation, local English and Maths Hubs and current educational research.

## 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 suggest disadvantaged pupils have lower attainment and initially make slower progress than their peers. Overall Pupil Premium children have knowledge gaps and can find it difficult to retain/ recall prior knowledge.
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.
3	Assessments, observations and discussions with pupils suggest speech and language skills are well below national on entry to Foundation Stage, particularly for PP children. Without early intervention speech and language issues can continue into KS2, potentially impacting negatively on learning across the whole curriculum.
4	Our observations suggest that our children's limited vocabulary (due to often language poor backgrounds) and inaccurate use of non-standard spoken English impacts on their spelling, grammar and overall writing and ability to demonstrate their acquisition of knowledge.
5	Internal assessments indicate that maths attainment among disadvantaged pupils is 16% lower at the end of KS1 and 8% lower at the end of KS2 than non-disadvantaged pupils.
6	Research suggests that children who are exposed to considerable stress or trauma in their home life experience detrimental consequences on their cognitive function (BMC Neurology.) Through observations, monitoring and discussions with pupils, we have recognised that children's memory retrieval and knowledge retention is often poor. Therefore, a curriculum is needed which is expertly planned to provide our children with the knowledge and skills required whilst avoiding cognitive overload.
7	Our attendance data over the last three years indicates that attendance for both disadvantaged and non-disadvantaged pupils is below the national average for primary schools. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' ability to cover the curriculum and therefore limiting their progress.
8	A high level of PP children requiring support for emotional needs which affects their behaviours at times. Some disadvantaged children arrive to school not ready to learn due to deprivation, parental issues and undue stresses placed upon them.
9	Observations of remote learning uptake and homework completion shows that our school requires a significant input to ensure increased parental engagement.

## 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
Through early screening speech and language skills improve rapidly	<ul style="list-style-type: none"> <li>• WellComm is used to screen all children in EY within the Autumn Term</li> <li>• Effective interventions provided which ensure rapid progress in speech and language skills</li> <li>• The majority of children leave EY with speech and language skills which are appropriate to their age</li> </ul>
Spelling is taught throughout the school using a phonetic approach exploring morphology and etymology of words to provide real strategies for successful spelling	<ul style="list-style-type: none"> <li>• All staff in EY &amp; KS1 and at least 50% of teachers in KS2 receive full SoundsWrite training (2024/ 25)</li> <li>• As a result of Sounds-Write training effective and consistent teaching of phonics and spelling is in place throughout the school</li> </ul>
The whole school has a strong focus on reading for pleasure with a core spine of increasingly challenging texts to ensure the children's resilience and reading stamina increases as they progress through the school	<ul style="list-style-type: none"> <li>• Early readers provided with quality texts that perfectly match or revise current or recently required phonemes</li> <li>• Reading rewards and incentives successfully introduced to nurture an enthusiasm for reading</li> <li>• A collection of quality texts, that progress in terms of complexity, content and understanding, purchased for each year group to form a core reading spine</li> <li>• 'Book looks' and lesson visits evidence that children read more challenging and varied vocabulary with increasing confidence</li> <li>• KS2 reading outcomes for 2024-25 show more than 80% disadvantaged pupils meet the expected standard</li> </ul>
Improve maths attainment for disadvantaged pupils at the end of KS2	<ul style="list-style-type: none"> <li>• Mastery approach embedded throughout KS1 &amp; KS2</li> <li>• Star Maths assessments identify areas of the curriculum which are focussed on</li> <li>• KS2 maths outcomes for 2024-25 show more than 80% disadvantaged pupils meet the expected standard</li> </ul>

All staff receive quality training on teaching pedagogy and metacognition to ensure the children know more and remember more	Primary Knowledge Curriculum in place and all staff provided with training to provide the most effective coverage and delivery
Effective strategies are in place to ensure all PP children on the SEND register are given equality of opportunity and ambitious provision	Rigorous monitoring through lesson visits, 'book looks' and pupil interviews show that all SEND children receive their curriculum entitlement
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	CSAWs (external attendance support) continue to impact positively on our absence and persistent absence percentages. Follow 'Five Foundations Approach' to attendance.
Our school provides an outstanding pastoral team to ensure children's emotional needs and wellbeing are effectively supported	Our Child and Family Support Worker offers outstanding support to vulnerable children and their families, playing a key role in the correct management of any child protection concerns and signposting successfully to other support agencies.
Parents and carers are supported in the essential skills of phonics and reading to enable them to fully support their children at home	Parental workshops which relate to our chosen phonic scheme and early reading books, held at least twice throughout the year.

## 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: £6245

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sounds- Write full training – x 3 members of staff.	Evidence from Education Endowment Foundation – ‘Teaching and Learning Toolkit’ ‘Provide staff training in a high quality, consistent phonics programme to ensure all staff have the necessary pedagogical skills and content knowledge’ - = +5 months	1, 2, 3, 4, 6
Sounds-Write in Nursery CPD	Evidence from Education Endowment Foundation – ‘Teaching and Learning Toolkit’ ‘Provide staff training in a high quality, consistent phonics programme to ensure all staff have the necessary pedagogical skills and content knowledge’ - = +5 months	1, 2, 3, 4, 6
Sounds- Write – Planning for Reception	Evidence from Education Endowment Foundation – ‘Teaching and Learning Toolkit’ ‘Provide staff training in a high quality, consistent phonics programme to ensure all staff have the necessary pedagogical skills and content knowledge’ - = +5 months	1, 2, 3, 4, 6
Sounds- Write – Planning for Year 1	Evidence from Education Endowment Foundation – ‘Teaching and Learning Toolkit’ ‘Provide staff training in a high quality, consistent phonics programme to ensure all staff have the necessary pedagogical skills and content knowledge’ - = +5 months	1, 2, 3, 4, 6

Sounds- Write – Planning for Year 2	Evidence from Education Endowment Foundation – ‘Teaching and Learning Toolkit’ ‘Provide staff training in a high quality, consistent phonics programme to ensure all staff have the necessary	1, 2, 3, 4, 6
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	pedagogical skills and content knowledge’ - = +5 months	
Sounds- Write Phonics – preparing for and Ofsted Deep Dive	Evidence from Education Endowment Foundation – ‘Teaching and Learning Toolkit’ ‘Provide staff training in a high quality, consistent phonics programme to ensure all staff have the necessary pedagogical skills and content knowledge’ - = +5 months	1, 2, 3, 4, 6
Sounds-Write Year 3 – Y6 Leadership Training	Evidence from Education Endowment Foundation – ‘Teaching and Learning Toolkit’ ‘Provide staff training in a high quality, consistent phonics programme to ensure all staff have the necessary pedagogical skills and content knowledge’ - = +5 months	1, 2, 3, 4, 6
Using Sounds-Write as an Intervention Training	Evidence from Education Endowment Foundation – ‘Teaching and Learning Toolkit’ ‘Provide staff training in a high quality, consistent phonics programme to ensure all staff have the necessary pedagogical skills and content knowledge’ - = +5 months	1, 2, 3, 4, 6
Sounds-Write Master Class for Phonics and Early Reading Leaders	Evidence from Education Endowment Foundation – ‘Teaching and Learning Toolkit’ and Guidance document. ‘Provide staff training in a high quality, consistent phonics programme to ensure all staff have the necessary pedagogical skills and content knowledge’ - = +5 months	1, 2, 3, 4, 6
Purchase of DfE validated systematic synthetic phonics programme resources	Consistent phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils	1, 2, 3, 4, 6

Enhancement of our maths teaching and curriculum planning in line with DfE guidance	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics (NCETM), drawing on evidence-based approaches	1, 5, 6
Origin Maths Hub - Sustaining Mastery X2 members of staff	Evidence from Education Endowment Foundation – ‘Teaching and Learning Toolkit’ Mastery Learning = +5 months	1, 5, 6
National College CPD Package	Evidence from Education Endowment Foundation – Guidance document ‘Be responsive- check if learning can be accelerated or extra support is needed and identify specific capabilities and difficulties to focus training needs.’	1, 2, 3, 4, 5, 6, 7, 9

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

Budgeted cost: £82,020

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional support for children requiring intervention (1:1 and small group) led by a skilled teacher x 3 days per week.	Evidence from Education Endowment Foundation – ‘Teaching and Learning Toolkit’ Individual instruction = +4 months One to one tuition = +5 months Small group tuition = +4 months	1, 4, 5, 6
Welcomm speech and language EY x2 morning/ x2 afternoons per week KS1 x2 mornings per week KS2 x2 sessions per week	Evidence from Education Endowment Foundation – ‘Teaching and Learning Toolkit’ Communication and Language approaches =+6months	1, 3
Sounds- Write Intervention Year 1/ Year 2 x2 afternoons per week	Evidence from Education Endowment Foundation – ‘Teaching and Learning Toolkit’ Small group tuition = +4 months	1, 2, 4, 6
Sounds- Write KS2 intervention x2 half hours per week	Evidence from Education Endowment Foundation – ‘Teaching and Learning Toolkit’ Small group tuition = +4 months	1, 2, 4, 6



Specific intervention for lowest 20% of readers in each class x1 session daily	Evidence from Education Endowment Foundation – ‘Teaching and Learning Toolkit’ Reading comprehension strategies = +6 months	1, 2, 4
Maths Anxiety Intervention Year 5/ Year 6 x1 afternoon per week	Evidence from Education Endowment Foundation – ‘Teaching and Learning Toolkit’ Social and emotional learning = +4 months	5, 8
Daily Maths intervention (small group) Year 6 x4 sessions per week	Evidence from Education Endowment Foundation – ‘Teaching and Learning Toolkit’ Small group tuition = +4 months	1, 5, 6
Targeted after school Maths intervention group x1 hour per week	Evidence from Education Endowment Foundation – ‘Teaching and Learning Toolkit’ Extending the school day = +3 months	1, 5, 6

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

Budgeted cost: £75,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Well-targeted and outstanding pastoral care, e.g. behaviour regulation training, ensures that our most vulnerable disadvantaged pupils are fully engaged in all aspects of school life	Evidence from Education Endowment Foundation – ‘Teaching and Learning Toolkit’ Behaviour interventions = +4	6, 8
Attendance and wellbeing support service package purchased.	The DfE guidance ‘Improving School Attendance’ has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	7

Purchase resources to support our updated Behaviour Regulation Policy e.g. social payback resources	Both targeted interventions and universal approaches can have positive overall effects on children’s behaviour ('Behaviour Interventions' – EEF)	6, 8
Contingency fund to support children who need support with school uniforms, school trips, additional curriculum resources to support working at home etc.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	6, 8, 9

**Total budgeted cost: £153,518**

## 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.

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### 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
Times Table Rockstars	Maths Circle
Spag.com	Spag.com
SATS Companion	SATS Companion
Accelerated Reader	Renaissance Learning

## Further information

### Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration (part funded by a Children in Need grant). Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected and triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with pupils and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.