Pupil Premium Strategy Statement – St. John the Baptist Catholic Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	200
Proportion (%) of pupil premium eligible pupils	46%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement for each academic year)**	2026/2027 to 2028/2029
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	H. Cox Chair of Governors
Pupil premium lead	I.Gallagher Headteacher
Governor / Trustee lead	M. White, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£125, 550
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£125,550

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.

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 and an ambitious wider curriculum selected for our children following extensive research and supported by adaptive teaching techniques.

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.

The faith development of our pupils is of paramount importance, it is through education in a strong faith community, that every child is equipped with the belief that they can achieve their God- given potential.

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 strong faith and robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

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.

Ultimate objectives for disadvantaged pupils:

- Close the attainment gap between disadvantaged pupils and their peers so that PP children achieve at least in line with national expectations.
- Accelerate progress from individual starting points.
- Develop strong communication, language and vocabulary skills from Nursery onwards so that pupils can be ready for each new stage in their education.
- Ensure pupils leave Year 6 with the foundational knowledge and skills, vocabulary, reasoning and confidence required for secondary education.
- Remove barriers to learning, including attendance, SEMH and readiness to learn.
- Provide equal access to a broad, ambitious and knowledge-rich curriculum.
- Enable every child to achieve their God-given potential through a strong Catholic ethos.

How this strategy works towards those objectives:

Our three-tier model:

Tier 1: High-quality teaching

- Evidence-informed classroom practice.
- High-quality CPD.
- Curriculum refinement and adaptive teaching.

Tier 2: Targeted academic support

- Oral language interventions.
- Reading and phonics support.
- Maths reasoning interventions.
- Small group and one-to-one tuition.

Tier 3: Wider strategies

- Attendance improvement.
- SEMH support.
- Family engagement.
- Enrichment opportunities.

Monitoring arrangements:

- Termly pupil progress reviews.
- Half-termly attendance monitoring.
- Behaviour and wellbeing analysis.
- Governor oversight through termly reports.
- Annual strategy evaluation and publication.

Key principles of the strategy

- Diagnosis before intervention.
- High-quality teaching is the first response to disadvantage.
- Early language and communication are prioritised.
- Evidence-based interventions are implemented with fidelity.
- Attendance, wellbeing and family engagement are addressed proactively.
- Regular impact monitoring informs future decisions.
- Transparent reporting to governors and stakeholders.

Challenges

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

<table>
<tr><th>Challenge number</th><th>Detail of challenge</th></tr>
<tr><td>1</td><td>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.</td></tr>
<tr><td>2</td><td>Lower attainment and slower progress for disadvantaged pupils across phases. Assessments and observations show knowledge gaps and difficulty retaining/recalling prior learning (particularly for PP pupils).</td></tr>
<tr><td>3</td><td>Early speech, language and vocabulary weaknesses on entry to EYFS, disproportionately affecting PP pupils; these difficulties persist and reduce access to curriculum and reading comprehension across Key Stages.</td></tr>
<tr><td>4</td><td>Our assessments (including well-being survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to challenging home circumstances and a lack of enrichment opportunities offered externally. These challenges particularly affect disadvantaged pupils, including their attainment.</td></tr>
<tr><td>5</td><td>Attendance is slightly below that of similar schools and below national average for both disadvantaged and non-disadvantaged pupils; persistent absence and absence patterns can limit disadvantaged pupils' curriculum access and progress.
<table>
<tr><td>Group</td><td>Attendance % 2025 - 2026</td></tr>
<tr><td>FSM</td><td>90.7%</td></tr>
<tr><td>FSM similar schools</td><td>92.0%</td></tr>
<tr><td>Non FSM</td><td>94.5%</td></tr>
</table>
</td></tr>
<tr><td>6</td><td>Elevated and complex SEMH / pastoral needs potentially affecting behaviour, readiness to learn and engagement (some pupils arrive not ready to learn due to deprivation, family stressors, housing instability).</td></tr>
</table>

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
Strengthened oral language and communication and oracy for pupils (esp. PP) by end of Reception and across KS1 and KS2	Reception: PP pupils' language screening through WellComm, shows a reduction in pupils below age-related expectations; proportion of PP reaching GLD for Communication & Language increases to within 5 percentage points of non-PP by end of year. KS1 & KS2: measured improvements in reading fluency and comprehension linked to oral language programmes.
Improved attainment and accelerated progress for disadvantaged pupils in EYFS, KS1 and KS2 in reading, writing and maths.	Short term (end of next academic year): PP cohort shows at least a 5-percentage point increase in key headline measures where gaps are largest (e.g., KS2 reading and Maths). Medium term (3 years): disadvantaged attainment gap reduced by at least 50% for primary headline measures compared to supplied baseline; progress measures show PP pupils making at least expected or better progress from their starting points. Monitoring: termly pupil progress reviews, triangulated with work scrutiny and pupil voice.
Improved attendance and reduced persistent absence for disadvantaged pupils.	Whole-school attendance increases to at least 94.8% overall; persistent absence for disadvantaged pupils reduced to below 10% within the academic year. Targeted casework shows improvement in families engaged with bespoke packages because of our 'inclusive attendance' approach. Attendance monitoring shows a reduction in unauthorised absence and improved punctuality.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2027/28 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
Stronger SEMH support, improved readiness to learn and reduced behaviour incidents that disrupt learning.	Reduction in recorded behaviour incidents for PP pupils term-on-term; increased uptake of pastoral offers; positive SEMH measures from teacher report tools (e.g., behaviour logs, referral reductions. Reduction in children on stage 1 and stage 2 behaviour plans). Evidence of PP pupils participating fully in lessons and targeted extracurricular opportunities.

Improved offer of planned enrichment and life experiences.	Classes will have experiences which will have extended their cultural experience and enhance the curriculum. Curriculum plans will show links between experiences, knowledge and skill development. Enrichment afternoons to take place 1x weekly to ensure children are exposed to a range of life skills and catholic social teaching activities. Children are exposed to life opportunities through the curriculum and through Character Education which will lead them to be enthused and aspirational about their future careers. 100% of disadvantaged pupils participate in at least three enrichment experiences termly (measured through enrichment passports). Insight monitoring / Pupil voice surveys demonstrate increased aspirations and awareness of future opportunities. Curriculum monitoring and whole school Enrichment Strategy demonstrates planned enrichment opportunities across all year groups.

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: **£4,300**

A. Teaching (Tier 1: High-Quality Teaching — CPD, curriculum, recruitment/retention, classroom practice)

Activity	Evidence that supports this approach	Challenge number(s) addressed
1.1 Whole-school oracy and vocabulary progression implementation (oracy policy review, Voice 21/structured talk approaches), with planned linkages to RE ('Building the Kingdom' vocabulary).	EEF: Oral language interventions high impact for very low cost (+6 months). See: EEF: Oral language interventions	1, 2, 5
1.2 Targeted maths pedagogy CPD: improving reasoning instruction and teachers' subject knowledge; use of White Rose adaptation with mastery approaches and built-in reasoning tasks.	EEF Teaching and Learning Toolkit evidence on high-quality teaching; EEF recommends CPD and subject specialist development (see Pupil Premium guide). See: EEF Guide to the Pupil Premium	2, 5

1.3 CPD programme focused on: high-quality instruction, explicit vocabulary teaching and oracy across curriculum.	EEF guidance: prioritising high-quality teaching in Pupil Premium strategies; Implementation guidance. See: EEF Guide to the Pupil Premium	2, 5
1.4 Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics guidance: key stages 1 and 2 The EEF guidance is based on a range of the best available evidence:	2, 5
1.5 Invest in CPD programme (Teaching and Learning Playbook) and Beacon Behaviour, focused on behaviour management across school, for individual classes and for children with specific needs.	EEF guidance: prioritising high-quality teaching in Pupil Premium strategies; Implementation guidance.	2, 3, 4, 5, 6
1.6 Purchase the 'Emile' online scheme to support children development and learning in grammar, spelling and punctuation.	EEF guidance: prioritising high-quality teaching in Pupil Premium strategies; Implementation guidance.	2, 5
1.7 Improve the quality of social and emotional learning. Social and emotional approaches will be embedded into routine educational practices and supported by professional development and training for staff. (PINs Project)	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): Improving Social and Emotional Learning in Primary Schools | EEF	4

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

Budgeted cost: **£93,050**

B. Targeted Academic Support (Tier 2: small-group tuition, one-to-one, structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
2.1 EYFS and KS1 oral language programme: universal screening using WellComm , targeted small-group and one-to-one oral language interventions delivered by trained LSA 3+ sessions/week for targeted pupils.	EEF: Oral language interventions have high impact (+6 months) and are particularly effective in early years and primary settings. See: EEF: Oral language interventions	1, 2, 5
2.2 Invest in Third Space Learning for the whole year. First targeting pupils in Year 6, then moving to Year 5.	School has previous evidence of positive impact on end of year Maths outcomes.	1,2,5
2.3 School to engage with Bookmark Reading Charity to offer 1:1 online tutoring for children in KS2 reading	The **Education Endowment Foundation (EEF)** provides strong evidence supporting the impact of **1:1 tutoring**. Key findings include: **Average Impact**: One-to-one tuition can provide approximately **five additional months of progress** on average for students.	1, 2, 5
2.4 One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons. Tutoring will be implemented with the help of DfE's guide: Tutoring: guidance for education settings	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuiition | Teaching and Learning Toolkit | EEF Small group tuition | Teaching and Learning Toolkit | EEF	1, 2

2.5 Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	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 | Teaching and Learning Toolkit | EEF	2
2.6 Deployment of skilled TAs for structured interventions (oral language, reading fluency, maths catch-up) with training and regular coaching from teachers; TAs deliver evidence-based programmes under teacher oversight.	EEF guidance: TA deployment can be effective where TAs are trained and work under teacher direction delivering structured interventions. See: EEF Guide to the Pupil Premium	1, 2, 6

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

Budgeted cost: **£28,200**

C. Wider Strategies (Tier 3: Attendance, SEMH, enrichment, family engagement)

Activity	Evidence that supports this approach	Challenge number(s) addressed
3.1 Attendance strategy overhaul: weekly attendance monitoring board (office), fortnightly attendance meetings, personalised attendance plans for persistent absentees, targeted parental communication ("nudge" letters, texts with days missed, clear next steps).	EEF rapid evidence review on attendance: evidence of promise for parental engagement/communication and responsive, targeted interventions. See: EEF: Attendance interventions – Rapid Evidence Assessment / summary and DfE Using pupil premium guidance (Attendance strategies)	2, 3, 4
3.2 Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions | Teaching and Learning Toolkit | EEF	4
3.3 Breakfast provision, supplementing the National School Breakfast Programme	Bagels offered to all children across school.	2, 3, 4, 5

support and targeted provision for vulnerable families (linked to attendance and readiness to learn).	Fresh fruit provided every day for KS2 children through TESCO Fruit and Vegetables for Schools grant.	
3.4 Targeted pastoral support and family liaison — Family Support Worker (FSW) time funded to engage hard-to-reach families, signpost to local services, run parent workshops (language and reading support, attendance meetings), and develop trust.	EEF attendance research emphasises parental engagement and responsive, targeted approaches as promising; DfE Pupil Premium guidance highlights communicating with and supporting parents as a menu item.	4, 5
Contingency fund for acute issues.	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.	All

Total budgeted cost: £125,550

Implementation and Monitoring (brief operational plan)

Leadership and accountability

- Pupil Premium Lead will coordinate the plan; fortnightly updates to SLT; termly report to LGB and trust (OLAAS MAC).
- Pupil Premium governor link to review progress each term.
- Monitoring and evaluation
- Termly data cycles: attainment and progress monitoring for PP cohorts (in reading/writing/maths and phonics checks).
- Termly attendance and persistent absence reports, and fortnightly attendance team case reviews for targeted families.
- Implementation fidelity checks: session observations for interventions, TA training logs, coaching logs for teacher CPD.
- Qualitative monitoring: pupil voice, parent surveys, staff feedback.

Timescales

- Immediate: establish screening (EYFS language), attendance monitoring board and fortnightly meetings, launch CPD cycle in Term 1.
- Medium term (by end of year): run two cycles of small-group tuition/interventions and review impact; refine curriculum maps; measure termly progress against success criteria.
- Annual: publish updated Pupil Premium strategy statement and full impact report to governors and the school website by 31 December each year (DfE requirement).

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that:

For GLD at the end of Reception: Pupil Premium – 43% National Pupil Premium- 54%

Year 1 Phonics Screen: Pupil Premium- 64% National Pupil Premium- 68%

End of Key Stage 2 outcomes:

Reading: Pupil Premium- 44% National Pupil Premium- 63%

Writing: Pupil Premium- 56% National Pupil Premium- 60%

Maths: Pupil Premium- 38% National Pupil Premium- 62%

GPaS: Pupil Premium- 50% National Pupil Premium- 61%

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged at national and local level.

The data demonstrates that our disadvantaged children in Early years are working broadly in line with national achievement. (difference of 2 children)

In Year 1, we our broadly inline with disadvantaged children nationally.

In Key Stage 2, writing, maths and GPaS all exceed national when comparing disadvantaged children. However, in Reading there is still a significant gap.

We have made a link with a national reading charity which offers online reading tuition in an effort to reduce this gap next year.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

Based on all the information above, the performance of our disadvantaged pupils broadly meets our expectations in Early Years, Key Stage 1 and in Key Stage 2 writing, and we are at present on course to achieve the outcomes we set out to achieve by 2027/28, as stated in the Intended Outcomes section above. However, a clear focus must be placed on narrowing the achievement gaps at the end of Key Stage 2 in reading, Maths and GPaS.

Our evaluation of the approaches delivered last academic year indicates that [*school would highlight aspects of their strategy that their analysis found to be particularly effective/less effective during the previous academic year*].

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

Programme	Provider
Emile	Emile Education
Times Tables Rock Stars	Maths Circle Ltd
Third Space Learning	Third Space Learning
Bookmark Reading Charity	Bookmark Reading Charity
Wellcomm	G L Assessment

Further information (optional)

Additional activity

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

- Embedding more effective practice around feedback. EEF evidence on feedback demonstrates significant benefits, particularly for 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. 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. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, and conversations with parents, students and teachers, in order to identify the challenges faced by disadvantaged pupils. We also contacted schools local to us with high-performing disadvantaged pupils to learn from their approach.

We looked at several 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 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.