

# Reviewed Pupil Premium Strategy Statement

This statement details St John the Baptist Catholic Primary School's use of Pupil Premium funding (and Recovery Premium funding for the **2022 to 2023** 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	212
Proportion (%) of pupil premium eligible pupils	58.6%
Academic year/years that our current pupil premium strategy plan covers	3 years
Date this statement was published	07.11.2022
Date on which it will be reviewed	September 2023
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	£173,125
Recovery premium funding allocation this academic year	£18,560
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	£191,685

## 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.

Our strategy is also integral to wider school plans for educational recovery, notably in its targeted support through the School-Led Tutoring Programme which supports pupils both disadvantaged and non-disadvantaged whose education has been worst affected.

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>
Ambitious and subject related vocabulary is mapped to show progression across the whole school to provide children with the language and cultural capital to be successful across all areas of the curriculum	<ul style="list-style-type: none"> <li>Lexonik vocabulary purchased as a resource to support the explicit teaching of vocabulary</li> <li>Teachers upskilled and empowered in the systematic teaching of vocabulary</li> <li>A redesigned whole school curriculum with mapped progression of vocabulary in each subject area is in place</li> <li>'Book looks' and lesson visits evidence that children are applying more varied and challenging vocabulary</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>The majority of staff in EY &amp; KS1 and at least 50% of teachers in KS2 receive full Sounds-Write training</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>Children in EY screened for reading competence and Nuffield Early Language Intervention (NELI) is provided for those who need support</li> <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> </ul>

	<ul style="list-style-type: none"> <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>• Power Maths in place and all staff trained to provide the most effective teaching</li> <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	<ul style="list-style-type: none"> <li>• Primary Knowledge Curriculum in place and all staff provided with training to provide the most effective coverage and delivery</li> <li>• Whole school CPD in cognitive science to maximise children's learning potential provided</li> <li>• Teaching strategies in place to support effective metacognition such as dual coding, spacing and retrieval</li> <li>• Lesson visits and pupil interviews show that teachers apply cognitive processes consistently</li> </ul>
Effective strategies are in place to ensure all PP children on the SEND register are given equality of opportunity and ambitious provision	<ul style="list-style-type: none"> <li>• Rigorous monitoring through lesson visits, 'book looks' and pupil interviews show that all SEND children receive their curriculum entitlement</li> <li>• Monitoring shows that appropriate adjustments are made to ensure all SEND children receive a broad and balanced curriculum</li> <li>• SEND pupils, particularly those who are PP, make at least expected progress</li> </ul>
To achieve and sustain improved attendance for all pupil, particularly our disadvantaged pupils	<ul style="list-style-type: none"> <li>• CSAWs (external attendance support) continue to impact positively on our absence and persistent absence percentages. Follow 'Five Foundations Approach' to attendance.</li> <li>• Regular contact with identified families; arranging support and issuing penalty notices and fines when needed.</li> <li>• Truancy Call used for any family who does not contact school on the first day of absence.</li> </ul>

	<ul style="list-style-type: none"> <li>• By 2024-25 overall attendance is above 96%.</li> </ul>
Our school provides an outstanding pastoral team to ensure children's emotional needs and wellbeing are effectively supported	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Behaviour Mentor offers bespoke behaviour support and programmes for children that display a need which rapidly address any behaviour concerns.</li> <li>• Inclusion Team meet weekly to discuss all vulnerable children and ensure a package of support is place which ensures successful social interaction and learning.</li> <li>• Relaxed Kids programme reduces school anxieties for children in EY</li> </ul>
Parents and carers are supported in the essential skills of phonics and reading to enable them to fully support their children at home	<ul style="list-style-type: none"> <li>• Parental workshops which relate to our chosen phonic scheme and early reading books, held at least twice throughout the year.</li> <li>• Parents/carers are upskilled to support effective reading at home.</li> <li>• Class Dojo used as an effective communication tool between teachers and parents/ carers to offer rapid support which helps to improve learning outcomes.</li> </ul>

## 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 (- £1200 DfE funding) £5045

Activity	Evidence that supports this approach	Challenge number(s) addressed
Switch to Sounds- Write Phonics, initial 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 full training – x 5 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	1, 2, 3, 4, 6

	pedagogical skills and content knowledge' - = +5 months	
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 pedagogical skills and content knowledge’ - = +5 months	1, 2, 3, 4, 6
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 - Embedding Mastery X2 members of staff	Evidence from Education Endowment Foundation – ‘Teaching and Learning Toolkit’ Mastery Learning = +5 months	1, 5, 6
Altrust Enterprise Senior Mental Health Lead Training	Evidence from Education Endowment Foundation – ‘Teaching and Learning Toolkit’ Social and emotional support and learning = +4 months	6, 8, 9
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
NELI speech and language intervention X3 sessions per week	Evidence from Education Endowment Foundation – ‘Teaching and Learning Toolkit’ Communication and Language approaches =+6months	1, 3
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	Evidence from Education Endowment Foundation – ‘Teaching and Learning Toolkit’	1, 2, 4, 6

Year 1/ Year 2 x2 afternoons per week	Small group tuition = +4 months	
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
Targeted before and after school tutoring using School Led Tutoring (contribution to DfE grant)	Evidence from Education Endowment Foundation – ‘Teaching and Learning Toolkit’ Extending the school day = +3 months Small group tuition = +4 months	1,,2,4,5,6

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

Budgeted cost: £104,620

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 well-being 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
Purchase Relaxed Kids programme x2 six week blocks	Both targeted interventions and universal approaches can have positive overall effects on children’s behaviour (‘Behaviour Interventions’ – EEF)	6, 8, 9
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: £191,685**

## 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.

From September 2022, a proportion of our Pupil Premium funding was used to provide a tutor for three days a week. Our tutor worked alongside our SENDCo to identify the most vulnerable children, targeting support for them first. From our assessments this meant that children from Year Two, Year Three and Year Six initially received the majority of this support. This has a significant impact on the amount for disadvantaged children, in those year groups, achieving expected levels by the end of the year. However, at the end of Key Stage Two, there are still gaps in achievement between disadvantaged and non-disadvantaged children. This is particularly the case in reading and grammar, punctuation and spelling. The gap has significantly diminished for writing and mathematics.

Many disadvantaged children entering school at Nursery or Reception level were assessed as having speech and language difficulties (below age related expectations). Pupil Premium funding was allocated to provide resources and time to deliver Welcomm intervention. This resulted in speech and language skills improving rapidly and an improved percentage of those achieving GLD (77%) which was 4% higher than 2022.

At the end of Key Stage 2, in 2023, 71% of disadvantaged pupils achieved expected in reading, compared to 63% nationally. In writing 76% achieved expected, compared to 56% nationally. In maths, 59% of disadvantaged pupils achieved expected compared to 57% nationally.

A number of our children returned to school in September 2022 with heightened levels of anxiety. This made transitions challenging and resulted in them missing out on proportions of learning time. As a proactive school, Pupil Premium money was used to purchase support from the 'Relaxed Kids Programme.' This had an extremely positive effect on all children who received this intervention, enabling them to catch up on missed learning. We also received extremely positive feedback from parents and carers.

A proportion of our Pupil Premium funding is allocated to ensuring our school offers outstanding pastoral and behavioural support. A recent external SEND review gave very positive feedback:

*'You have established a calm school environment with clear routines and strong, affirming relationships between staff and children.'*

*'The school's expertise in key areas of SEND support, particularly SEMH and ASC, is particularly strong.'*

As such, the vast majority of our disadvantaged SEND children. Made good progress across the last academic year.

Pupil Premium funding allocated to staff CPD has had an extremely positive effect on pupil outcomes. A particularly successful example was the provision of Sounds- Write Intervention training. In Year One, 82% of children passed their phonics screening test (disadvantaged 92%/ non-disadvantaged 88%) Not only has the gap closed in this area, disadvantaged children are now outperforming their non-disadvantaged peers. We now have a very consistent approach to the teaching of whole class phonics, backed up with well-planned and timely intervention, which should provide a legacy for years to come.

Overall attendance in 2021/22 was 91.5%. A proportion of pupil premium funding was allocated to 'The Five Foundations of Attendance' project; a holistic approach which focuses on connectedness. The impact of the programme has seen a rise in overall attendance to 93.8%. We have now set a target of 96% for the year 2023/ 2024.

## 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

## 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.