



Pupil premium strategy statement

Expenditure evaluation

Strategy plan

**“I was disadvantaged as a child, yet I
had the advantage of being in the
company of great teachers.”**

**(A.P.J. Abdul Khan, 11th President of
India)**

***“Every one of our children is carrying something the world is waiting for – it’s just
the world hasn’t got it yet,” Sister Judith Russi***

The ‘Pupil Premium’ is a government initiative that provides extra funding aimed at pupils from disadvantaged backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their peers and that there is a strong link between eligibility for free school meals and underachievement. The Pupil Premium is designed to help each school boost the attainment of disadvantaged children and reduce the gap between the highest and the lowest achievers. The government has used pupils’ entitlement to free school meals (FSM) and children looked after by the local authority (CLA) as an indicator for deprivation. The funding is allocated according to the number of pupils on roll who have been eligible for free school meals at any point in the last 6 years (known as ‘Ever6 FSM’), an allocation for each pupil who has been ‘Looked After’ (in care) and a smaller amount for the children of service families.

Principles

- To ensure that teaching and learning opportunities meet the needs of all pupils.
- To ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil, or groups of pupils the schools have legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Pupil premium strategy statement

This statement details our school's use of pupil premium 2025/26 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.

School overview

Detail	Data
School name	St John's Catholic Primary
Number of pupils in school	149
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/26 2026/27 2027/28
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	N Armstrong Headteacher
Pupil premium lead	N Armstrong Headteacher
Governor / Trustee lead	C West Lead for Pupil Premium

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£54,540
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	£54,540

Part A: Pupil premium strategy plan

Statement of intent

Our intention is to provide an inspirational and inclusive teaching and learning environment, with outstanding Quality First Teaching for all our children.

Our ultimate goal is that no child is left behind socially, or academically, because of their disadvantage. That the differences in attainment and progress between disadvantaged children and their peers continue to decrease.

We strive to remove the stigma of low expectations, to raise lifelong aspirations and to enable all children to be their best self. We promote pride and perseverance, to ensure children become active and responsible contributors to their communities.

Our key principles are to address the main barriers to learning which our children face and through rigorous tracking, precise planning and targeted intervention and support, provide all children the opportunity to enjoy academic success.

Challenges

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

Challenge number	Detail of challenge
1	Communication and oracy skills in Reception class and Year 1. Unable to recognise emotions and articulate needs. Unable to speak fluently, in full sentences.
2	Children's lack of vocabulary development. Children do not always have the knowledge needed to access texts, topic learning and general subject content for their age.
3	Children's SEMH needs are higher than in previous years. The impact of this means more time is spent resolving conflict and building resilience for our Reception class pupils before they are ready for learning to take place. SEMH is also rising across all year groups.
4	Disadvantaged children make progress in their learning but not as rapidly as their peers. This is especially true in writing.
5	Instability at home (eg. homelessness, safeguarding concerns, finance issues) and the impact this has on children's mental health, wellbeing and ability to settle in school and access the learning.
6	Parents' mental health and their engagement with learning. Their understanding of the links between education and future aspirations.

7	Persistent absence from school, for some PP children, particularly in Years 1, 3 and 4.
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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
Oracy: Pupils improve their communication skills, in order to engage fully with the curriculum and achieve better outcomes in the core subjects.	Pupils can hold focussed conversations with their teachers and peers. They can understand and use an increasing amount of vocabulary and can use talk to articulate their thinking during tasks and participate in group discussions effectively.
Writing provision across the school: Pupils have the vocabulary, reading skills, fluency of transcription and motivation to fully access the writing curriculum. Target: The gap between % of PP pupils and non-PP pupils achieving ARE in writing to drop to less than 10% by the end of KS2.	All teachers are confident in their writing provision through the Literacy Pathways to Write scheme. Pupils are growing their knowledge and writing skills at a faster pace through teacher modelling, scaffolding and oracy. Pupils produce coherent, engaging and creative pieces of writing.
All pupils arrive in the classroom ready to learn. Their wellbeing needs have been met, enabling them to make excellent progress in learning. Target: All identified children have a mental health provision map, reviewed and updated regularly. All pupils build improved emotional resilience.	A named staff member has responsibility for supporting families with issues which are affecting school life. Pupils are able to recognise their emotions and build strategies for processing them. Intervention and referrals to external agencies are timely, with clear exit outcomes in place. Pupils are able to concentrate on their learning and work securely within age related expectations.
Pupils identified as persistent absentees attend school more regularly. Target: Persistent absence rates to drop by 20% for PP pupils.	School and agency intervention enables pupils (and their parents) to understand the importance of attending school every day. They gain motivation to attend school and become more engaged with learning.

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: £19,313

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue CPD sessions for teachers and support staff, based on the trust's Principles of Teaching: scaffolding modelling questioning learning checks/ addressing misconceptions lesson sequencing teaching for mastery structured group work and talk for learning	Dfe report: Supporting the Attainment of Disadvantaged Pupils EEF Toolkit: Collaborative learning approaches: +5 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches Mastery learning: +5 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	1, 2, 4
Ensure live feedback/marking takes place in all lessons; teachers prioritise vulnerable groups first. Explicit oral feedback is beneficial to low attainers.	EEF Toolkit: Feedback: +6 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	4
Continue metacognition CPD sessions for all staff, to enable children to develop their self-regulation skills.	EEF Toolkit: Metacognition and self-regulation: +7 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	3, 5
Ensure all classes have vocabulary-rich environments and daily activities designed to develop	National Literacy Trust: Building whole school approaches to vocabulary development	1, 2

vocabulary development. Includes purchases for resource kits and book packs.	Oxford Language Report: Why Closing the Word Gap Matters	
Continue to embed Oracy Project across the school, for development of speaking skills and vocabulary development and apply to writing across the curriculum.	EEF Toolkit: Oral language interventions: +6 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions National Literacy Trust: Developing Oracy	1, 2
High quality reading input, structured support, collaborative learning, developing inference and questioning strategies.	EEF Toolkit: Reading Comprehension Strategies: +7 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies Collaborative learning approaches: +5 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches	2, 4
Half termly sessions between teachers and SLT, to discuss effectiveness of QFT, group interventions and future provision for disadvantaged pupils (pupil progress meetings).	EEF Toolkit: Individualised instruction: +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction Small group tuition: +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition TA interventions: +4 months	1, 2, 4

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	
Continue to supplement the curriculum with specific educational apps, personalised for individual pupils, to further increase the rate of progress in the core subjects. Continue to purchase additional devices for every classroom.	EEF guidance report: Using digital technology to improve learning EEF Toolkit: Individualised instruction: +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	1, 2, 4
Ensure reading, spelling and any homework is precisely matched to children's needs and supports fluency in specific skills. Use subscriptions to Accelerated Reader, Purple Mash, Timetable Rockstars for setting activities.	EEF Toolkit: Homework: +5 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	1, 2, 4
Continued staff training in RWI phonics scheme. Contribution towards the purchasing of updated resources for the scheme.	EEF Toolkit: Phonics: +5 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 2, 4
Training for all teachers in the new Literacy Pathways to write and support from the English Hub to improve reading and writing across the school.	EEF Toolkit: Mastery learning: +5 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	4
Training for all teachers and TAs to continue to develop classroom management strategies and the	EEF Toolkit: Behaviour interventions: +3 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	3, 5, 6

pedagogy for supporting children's positive learning behaviours.	ng-learning-toolkit/behaviour-interventions	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £14,380

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of Testbase subscription, for more personalised maths provision, for all in KS2.	EEF Toolkit: Individualised instruction: +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction Mastery learning: +5 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	4
Identified children to attend fun fit intervention three times per week.	EEF Toolkit: TA interventions: +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	4, 5
Training for support staff and additional deployment hours to lead cognition, phonics and learning interventions.	EEF Toolkit: TA interventions: +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions Phonics: +5 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Oral language interventions: +6 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 2, 4, 5

	ng-learning-toolkit/oral-language-interventions 1:1 tuition: +5 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £21,167

Activity	Evidence that supports this approach	Challenge number(s) addressed
Identified children to attend weekly nurture sessions.	EEF Toolkit: Behaviour interventions: +3 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	3
Assign a senior leader as attendance lead and plan a program of support and monitoring with the Education Welfare service, to easily monitor and quickly identify families in need of support with attendance.	EEF Toolkit: Parental engagement: +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	5, 6
Purchase additional units with the Educational Psychology Service and the Cognition and Learning Team, to identify children's barriers to learning and plan strategies for addressing them.	EEF Toolkit: Individualised instruction: +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction TA interventions: +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 2, 3,

Staff to lead parent workshops for EYFS and Year 1: how to support phonics, vocabulary and early writing development at home.	EEF Toolkit: Parental engagement: +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1, 2, 6
TIS practitioner to provide regular pastoral support to our most vulnerable pupils and families.	EEF Toolkit: Social and emotional learning: +3 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning Parental engagement: +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	3, 4, 5
Deploy an additional lunchtime TA to lead a social skills intervention club, for children who find unstructured times challenging.	EEF Toolkit: Behaviour interventions: +3 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions Social and emotional learning: +3 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3, 5
Deploy an additional adult to offer nurture interventions, support out of class learning and support children with SEMH	EEF Toolkit: Social and emotional learning: +3 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning One to one tuition: +5 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	3, 5

Total budgeted cost: £54,860

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 2024 to 2025 academic year.

Oracy: Pupils improve their communication skills, in order to engage fully with the curriculum and achieve better outcomes in the core subjects.

More disadvantaged pupils achieved age related expectations in reading and maths than the previous year. In addition, the gap in writing achievement between disadvantaged pupils and their peers across the school has increased and is a focus for improvement in 2025/26.

Maths provision across the school: Pupils have the vocabulary and fluency skills to fully access the maths curriculum. Target: The gap between % of PP pupils and non-PP pupils achieving ARE in maths to drop to less than 10% by the end of KS2.

As Power Maths supporting the teaching of maths is embedded across the whole school, this year the gap between PP and non PP in Year 6 was 0% as all eligible pupils achieved ARE in their SATs maths. Across the whole school maths continues to be a strength.

Pupils build their knowledge of vocabulary and can apply to all areas of the curriculum, but especially in writing tasks.

The gap between pupil premium and non pupil premium for writing has increased. Writing is now a focus for 2025-2028 with Pathways to Write and Pathways to Read newly introduced to support the teaching and learning of writing and reading and separate reading lessons have been introduced for all year groups.

All pupils arrive in the classroom ready to learn. Their wellbeing needs have been met, enabling them to make excellent progress in learning. Target: All identified children have a mental health provision map, reviewed and updated regularly.

The SENDCo has worked with class teachers to ensure children who need support experience a friendly meet and greet, are given an opportunity to share anything they want to talk about and settle them in. Visual timetables in every class, personalised timetables, now and next boards, personalised targets and brain breaks for all to help

meet the needs of our most vulnerable learners and so they can settle quickly and be ready for learning.

Pupils identified as persistent absentees attend school more regularly. Target: Persistent absence rates to drop by 20% for PP pupils.

Pupil Premium persistent absence for 2024/25 was 9%.

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
Accelerated Reader	Renaissance
TTRS	Maths Circle
Power Maths	Pearsons
Pathways to Write	The Literacy Company
Pathways to Read	The Literacy Company
Pathways to Poetry	The Literacy Company
RWI	Ruth Miskin Literacy