

# Pupil premium statement 2025/26 and review of 2024/25

## 3 Year Plan

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the 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 on roll	117
Proportion (%) of pupil premium eligible pupils	22.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/23 - 2025/26
Date this statement was published	October October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Rob Meech - Executive Headteacher
Pupil premium lead	Claire Webber- Head of School
Governor / Trustee lead	Antonia Ryan & Monika Manser

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£46,3096
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	£46,3096

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### Part A: Pupil premium strategy plan

#### Statement of intent

*“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 individual 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 and that there are pupils not in receipt of the funding who are equally socially disadvantaged. 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.

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- 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.
- Early identification is paramount and our staff, with guidance from the SENCO and Subject Leaders, will need to consider that the pupil premium children may need all the help that they can to grasp the basic skills of reading, writing and maths. High priority is given to the transition from pre-school into Holy Cross, the transition from KS1 to KS2 and the transition onto secondary school.

### Strategies

- Eligibility for the Pupil Premium is not to be confused with low ability, and we therefore have a focus on supporting our disadvantaged pupils to achieve the highest levels.
- Thorough analysis of pupils who are underachieving, particularly in English and Mathematics, and why.
- Draw on research evidence (such as the EEF teaching and learning toolkit and PP guidance) and evidence from our own and others' experiences to allocate the funding to the activities that were most likely to have significant impact on improving achievement.
- Clear expectations that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good. Quality First Teaching is paramount.
- Allocate our best teachers/TAs to teach intervention groups to improve Mathematics and English.
- Use assessment regularly (not just at termly Pupil Progress Meeting) to check whether interventions or strategies are working and make adjustments accordingly.
- Make sure that support staff, particularly teaching assistants, are highly trained and understand their role in helping pupils to achieve.
- Systematically focus on giving pupils clear, useful feedback about their work, and ways that they could improve it. Ensure all pupils are clear on their next steps and how to get there.
- Ensure that the Senior Leadership Team has a clear overview of how the funding is being allocated and the difference it is making to the outcomes for pupils.
- Ensure that class teachers/subject leaders and Teaching Assistants know which pupils are eligible for the Pupil Premium so that they can take responsibility for accelerating their progress.
- Have a clear policy on spending the Pupil Premium, agreed by governors and publicised on our website.
- Provide well-targeted support through our dedicated PSA to improve attendance, behaviour or links with families where these were barriers to a pupil's learning.
- Have a clear and robust appraisal system for all staff, and include discussions about pupils eligible for the Pupil Premium in appraisal and pupil progress meetings (PPM).

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- Thoroughly involve governors in the decision making and evaluation process so they're able, through careful monitoring and evaluation, to demonstrate the impact of each aspect of the spending on the outcomes for pupils.

## Challenges

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

Challenge number	Detail of challenge
1	Access to language and number, particularly from books/ reading opportunities - phonics.
2	Lack of early speech and language opportunities
3	Those children who are also on our SEN register for cognition and learning, speech and language concerns, Nurture/ THRIVE needs
4	Social and emotional needs of particular children who have encountered limiting and inhibiting experiences. This poor self-regulation skills impact on their ability to work collaboratively and to accept a degree of challenge in their learning
5	Previous loss of learning due to the Covid-19 pandemic and school closure - specifically Maths in UKS2; including middle and higher attainers.
6	Attendance

## 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
<ul style="list-style-type: none"><li>• % of PP children achieving GLD is in line with National figures for non PP children</li><li>• Y1 PP check will be inline or better than the National average.</li><li>• At the end of KS1 70%+ of children will be at ARE for reading and the remaining will reach their target through accelerated progress.</li></ul>	<p>Children will become confident speakers with a growing range of vocabulary and confidence.</p> <p>Rates of progress for these will be better than non-PP children in order to close the gap.</p>

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<ul style="list-style-type: none"> <li>• 80% of Y2 PP children will be at ARE for reading with 40% GDS</li> <li>• 100% of PP children at the end of KS2 are at ARE for Reading, Writing and Maths with 50% at GDS</li> <li>• PP attainment in Y4 MTC check is inline with NON-PP children.</li> </ul>	
<ul style="list-style-type: none"> <li>• PP children with SEND make a minimum of expected progress in the academic year with 50% making better than expected.</li> <li>• PP children will also make good rates of progress through their interventions and MyPlan Targets – THRIVE, NESSY, Language Link, Speech Link,</li> <li>• Y1 PP - 100% pass phonics check</li> <li>• Attainment of PP/SEND children will be inline or better than national averages.</li> </ul>	<p>Pupils who are on the SEN register and in receipt of PP have their individual targets reviewed regularly and aspirational targets are set for their progress.</p> <p>Interventions ensure these targets are met.</p>
<ul style="list-style-type: none"> <li>• All PP parents attend Parents Evening for their children/Engage through Class Dojo.</li> <li>• An increasing number of PP children will access homework using IXL.</li> <li>• Targeted provision for children to be supported with their home-learning at after-school club - specifically reading.</li> </ul>	<p>PP parents actively engage with their child's learning, particularly in KS1 with early reading and number.</p>
<ul style="list-style-type: none"> <li>• PP children attendance to be in line with school attendance – target set for 97%</li> <li>• % of PP children who are persistently absent is equal or less than national data and non PP children in school</li> <li>• Exclusion rates for PP children are in-line with non PP and rates are below national averages.</li> </ul>	<p>All Pupil Premium children will be in school at the correct time – calm and ready to learn.</p>

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### 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: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
KS2 PP Teacher - Maths/Fresh Start/Writing Booster	First quality teaching makes the biggest impact on children's progress. Increasing the amount of direct contact PP children have with the class children will ensure they make progress in their learning.	1,2,3
Power Maths - Extra teacher to support teaching in single age year groups in KS2.	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: <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a> The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a>	1,2 ,3
Phonics catch-up - ability to provide a smaller teaching group so that children are learning at stage of their development rather than age group.	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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2 ,3
Nuffield Early Language Link	Vocabulary deficit is a big barrier for children making progress and attaining	2

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	<p>inline with their peers. (supported by DFE)</p> <p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="https://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	
Supply teaching to release all staff for coaching opportunities	Promote the use of agreed metacognitive strategies in teaching and learning. Evidence that metacognition has a very high impact for low cost.	1,2,3,4,5
Purchasing of Maths programmes to support children. (TTRS and Atom Home for Y5&6)	Purchase of software that the children would not have access to at home. Clubs to be run targeting PP children	1 and 5.

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Top-up Phonics Teaching	Synthetic phonics programmes are proven to be the best way for children to make progress in their phonics learning.	5
Year 6 Maths/GAPS Tutoring and resources teacher led.	Historic intervention - 1:1 and small group interventions are proven to close the attainment gap.	5

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

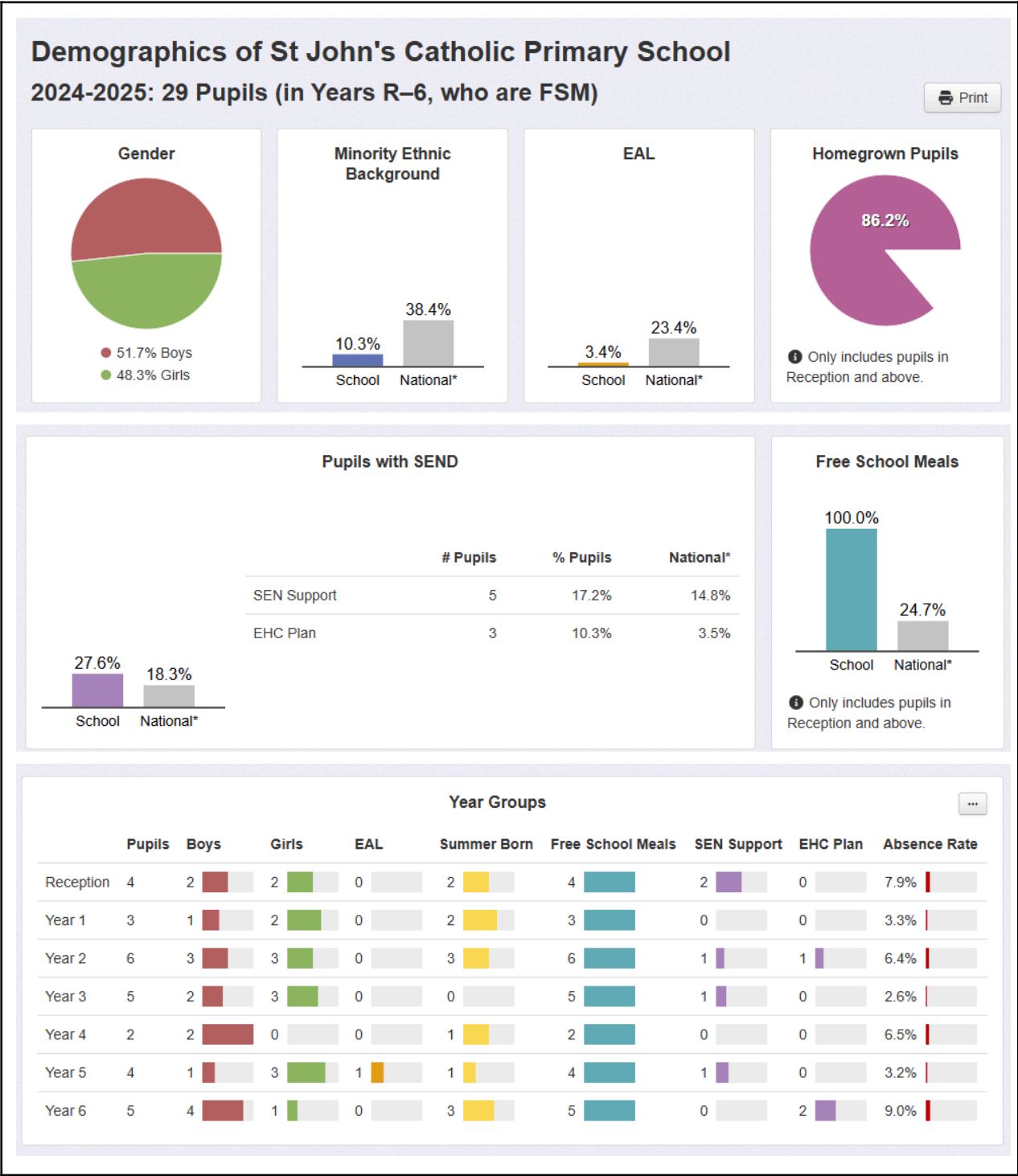
Activity	Evidence that supports this approach	Challenge number(s) addressed
Thrive Practitioner training	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):  <a href="https://www.eef.org.uk/publications/EEF_Social_and_Emotional_Learning.pdf">EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</a></p> <p>Historical intervention. Supporting children' SEMH needs allows them to access the full curriculum and make progress in their learning.</p>	4
Thrive Practitioner costs		4
Subsidising trips, clubs and musical tuition	Enrichment activities will have a knock on effect on attendance rates	4



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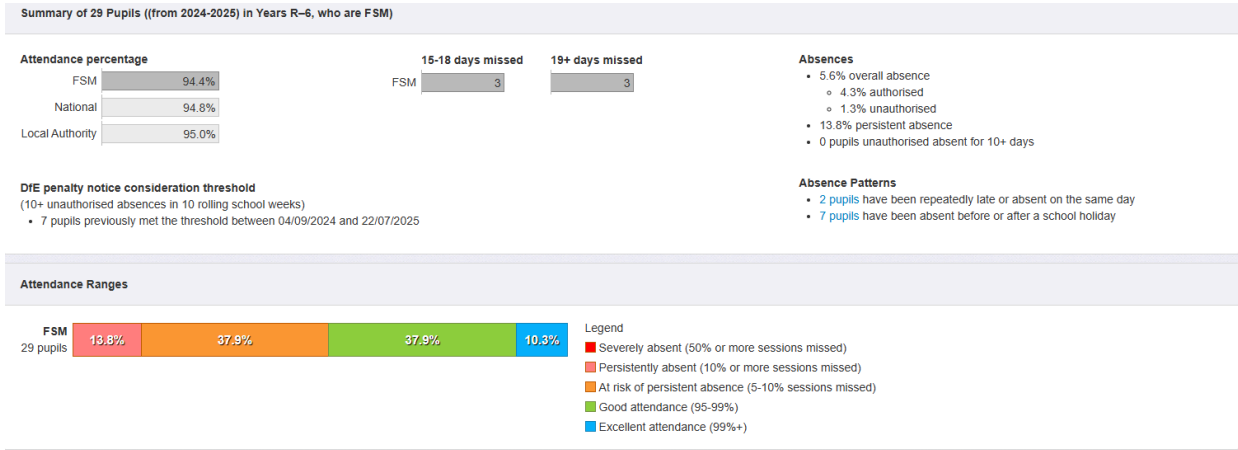
### Impact 2024/25



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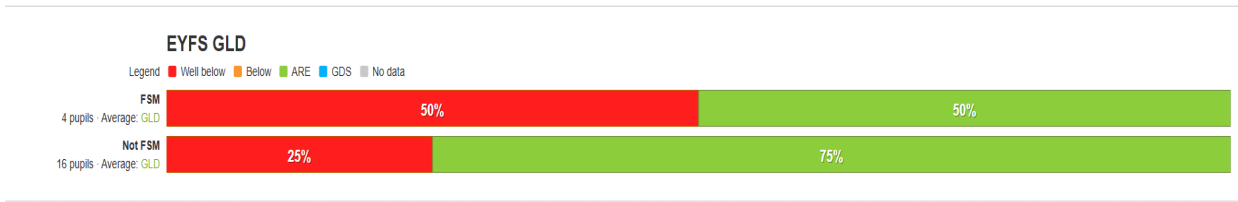
### Attendance of Pupil Premium Children



- Attendance for PP children for the 202/25 academic year was 94.4% against a national attendance of 94.8%. The attendance of children who are not PP at St John's was 93.7%.
- Through the PP plan we invested in the support of the AIO who worked closely with leaders to support parents of children with persistent (or close to persistent) absence.
- Of the 6 PP children who were in receipt of a PP plan, 4 came off the plan by the end of the academic year.

### PP Data

### GLD

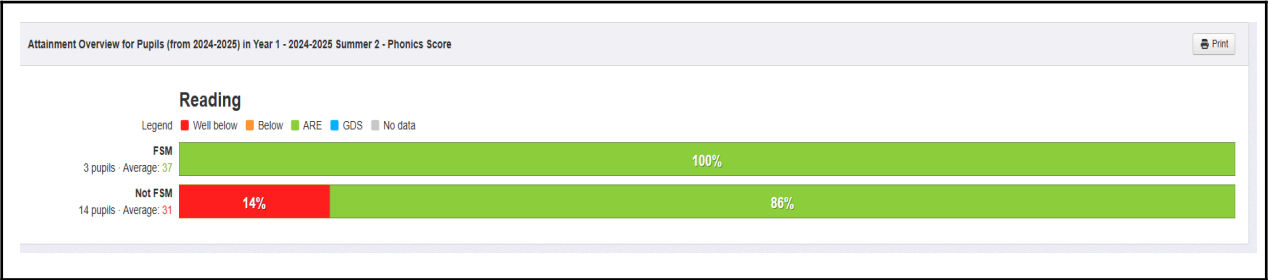


- Of the two PP children who did not achieve GLD, both are SEND children and are under assessment for and EHCP.
- Through the PP fund we were able to invest in more adult support to ensure that we were targeting the Prime Areas for identified PP children. Both non SEND PP children achieved GLD.

### Phonics

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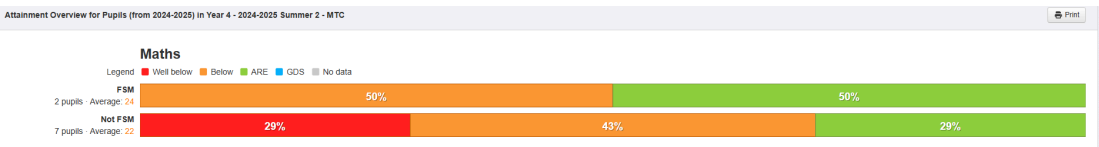
- all 3 PP children in Y1 were supported by weekly coaching (3 x sessions per week after-school) and all 3 passed the check.

### Phonics by Y2



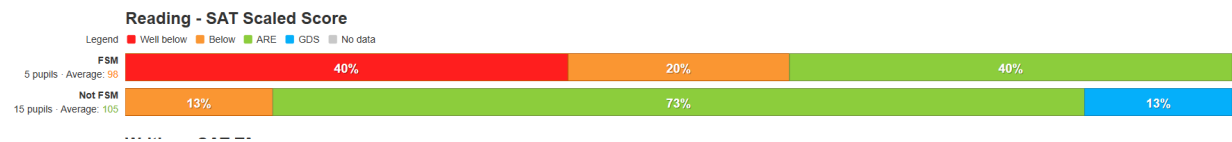
- The one PP child who did not pass the Y2 phonics check was dipplied. He is in receipt of an EHCP and is awaiting specialist provision.

### MTC



- 1 PP achieved 25/25 and the other scored 22/25

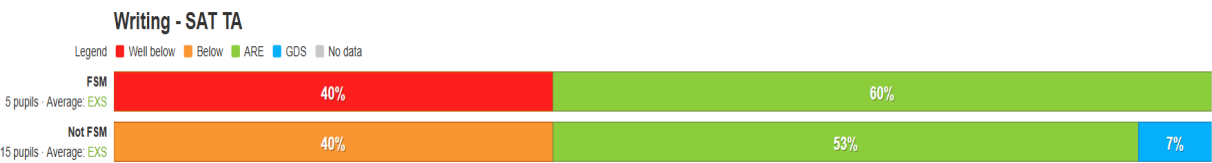
### Year 6



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- Of the three PP children who did not achieve ARE in Reading, 1 was absent on the day of the test, One child was SEND (EHCP) and the other child joined in the Spring Term of Y6.



- Of the two children who did not achieve ARE in writing, onesies SEND (EHCP) and the other children joined in the Spring term of Y6. Both were assessed at PK levels. Wiring was externally moderated.



- Of the 3 children who did not achieve the GAPS pass score, ! child is SEND (EHCP, 1 joined in the Spring term of Y6 and the other was absent on the day of the test.



**Science - SAT TA**

- Of the 3 children who did not achieve the GAPS pass score, ! child is SEND (EHCP, 1 joined in the Spring term of Y6 and the other was absent on the day of the test.
- PP child who was absent during SATS week was assessed as ARE in all areas by the class teacher..

**Wider Impact**

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- 100% of PP children attend school trips and those PP children who wanted to go on the Y5/Y6 residential attended.
- All PP children attend a club during the academic year, with 65 % of them attending more than one.
- 7 PP children attended THRIVE sessions last year and made progress within their area of need. 4 children no longer receive Thrive.

### **Behaviour**

- There was a period of 1.5 days suspension for 1 PP child. This child was in receipt of an EHCP and moved onto specialist provision in Y7.