

# Pupil premium strategy statement – St John’s 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 the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	90
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers	09/03/2026 – 09/03/2026
Date this statement was published	09/03/2026
Date on which it will be reviewed	09/03/2026
Statement authorised by	Claire Smith Headteacher
Pupil premium lead	Claire Smith
Governor / Trustee lead	Alex Rimmer Chair

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,725
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£22,725

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention at St. John's Catholic Primary School is that no child, irrespective of background or daily challenges is left behind. We aim to ensure progress is made, first and foremost, through first quality teaching in all curriculum areas - ultimately closing the gap between disadvantaged pupils and their peers. Staff will focus specifically on the areas in which these pupils need the most support as ultimately this will have the greatest impact. Furthermore, disadvantaged children who are already high attainers will also be explicitly targeted in order to ensure accelerated progress and instil a motivated mind-set therefore raising lifelong aspirations. In addition to high quality teaching, our approach includes rigorous assessment and tracking procedures, targeted personalised support and a robust monitoring process. Staff work closely as a team with a shared vision where all children are at the heart.

We will continue to develop the extensive personal development of disadvantaged children by ensuring that all have access to a wide range of rich opportunities which develop their cultural capital, talents, skills, interests and character thus leaving no gap between them and their peers. High quality pastoral support and robust safeguarding procedures guarantee that the mental health and well-being needs of all children are met and take into account the impact daily challenges may have. Relationships between our SLT and our disadvantaged families are nurtured so that they are able to approach school and gain support for their children without any feeling of judgement. These strong relationships ensure our disadvantaged children are supported as individuals as and when needed.

Our strategy is integral to wider school plans including: the school improvement plan, staff appraisals, curriculum action plans, planned CPD and the SEND offer. Our approach is not rigid but is responsive to individual needs and is based on robust diagnostic assessments rather than assumptions. To guarantee that our intent is implemented and has the desired impact we will:

- Ensure disadvantaged children are suitably challenged as well as supported.
- Ensure early intervention is planned as needs are identified.
- Ensure that staff know that the attainment, progress and personal development of our disadvantaged children is a shared responsibility and that no limit should be set on what they can achieve.
- Use metacognition and self-regulation teaching approaches which allow disadvantaged learners to retain knowledge and take control of their own learning.
- Continue to place CPD as high priority for all staff with pupils needs always paramount

## 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 indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils
2	Assessments, observations and discussions with pupils and parents demonstrate that reading outside of the classroom is for most disadvantaged pupils a particular challenge. Some pupil premium children do not read regularly at home. This has an impact on overall progress.
3	Through observations and conversations, it is clear that some pupil premium children do not have access to the same enrichment and cultural capital experiences and opportunities as their peers.
4	A proportion of our pupil premium children have experienced ACES including domestic violence, neglect, poverty, family breakdowns and relocation due to police involvement. These experiences have resulted in some children struggling to control their own feelings and have had a negative impact on pupil's mental health. The impact has been identified and analysed by sensitive staff discussion and analysis of attendance and progress data.
5	62% of our current pupil premium children are working below expectations for reading, writing and maths combined. 100% are expected for Reading which is an improvement on previous years.
6	<p>Our attendance data over the last year, indicates that attendance among a small group of disadvantaged pupils has been significantly lower than for non-disadvantaged pupils.</p> <p>13% of disadvantaged pupils have been 'persistently absent' compared to their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

## 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
Improved reading, writing and maths progress and attainment for disadvantaged pupils at the end of KS2	<p>By combining first-quality teaching; a stimulating and challenging curriculum; a systematic synthetic phonics programme; and carefully designed interventions, disadvantaged pupils develop the skills to take control of their learning, retain knowledge, and confidently apply it across reading, writing, and maths</p> <p>Children achieve National average progress scores in KS2.</p> <p>Termly data collection and analysis shows that children are closing the gap</p>
Improved reading engagement and attainment among disadvantaged pupils	<p>Pupils with gaps in language comprehension are identified and additional support is in place. Fluency is tracked and additional interventions support pupils to make good progress in reading. Pupil premium children develop a love for reading.</p>
Disadvantaged pupils have the necessary cultural capital which allows them to engage fully in the curriculum. These pupils are prepared for success in their next phase of education and in life outside/beyond school. Children have high aspirations for themselves and others.	<p>Provide a rich, wide-ranging curriculum that ensures all pupil premium children experience meaningful real-life opportunities they can draw on in their learning. We aim to broaden their awareness of the world, open doors to wider opportunities and nurture individual skills and talents.</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustain high levels of pupil well-being, demonstrated by:</p> <p>Qualitative evidence from pupil voice, parent and pupil surveys, learning walks and book scrutiny.</p> <p>A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</p> <p>Improved lesson engagement and increased academic progress as a result of strong pupil wellbeing</p>

## 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: £ 6996

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD for Teachers and support staff through Archdiocese of Liverpool, our partnership with SHARES, West Lancashire Small School Cluster and the local Catholic Schools Cluster</p> <p>Support staff Precision training – improving attainment Social stories Being a TA in the Early years Times tables – effective intervention</p>	<p>As a Catholic School in the Archdiocese of Liverpool in Lancashire, as well as our partnership with SHARES and other clusters, staff have access to a wealth of high quality continued professional development across a wide range of curriculum and teaching and learning areas.</p> <p>The Education Endowment Foundation shows that: Oral language interventions provide very high impact for very low cost based on extensive research and has an impact rating of +6 months. Teaching assistant interventions have a moderate impact for a moderate cost based on extensive evidence and has an impact rating of + 4 months. Collaborative learning approaches provide very high impact for very low cost based on extensive research and has an impact rating of +5 months</p>	<p>1 2 5</p>
<p>Ongoing subscription for resources to support teaching of validated Systematic Synthetic Phonics programme to secure strong phonics teaching for all pupils and purchase of reading books when required.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils.</p> <p>The Education Endowment Foundation shows that: Developing phonics teaching and learning strategies has very high impact for very low cost based on extensive evidence and has an impact rating of + 5 months.</p>	<p>1 2 5</p>

TA and L3 TA support in class to enrich and support adaptive teaching	TAs allow for more differentiated input directed from class teachers. Adaptive teaching and quality first teaching becomes highly effective as a result. This leads to better outcomes for pupils	1
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £7008

Activity	Evidence that supports this approach	Challenge number(s) addressed
Timetabled individual and small group support provided by class teacher / teaching assistant to support children's progression in reading, writing and mathematics.	<p>Highest quality teaching, support and intervention provided by highly skilled, nurturing staff members allows children to flourish and gain confidence. Members of staff are able to provide opportunities for over learning of key concepts taught in class and to address misconceptions.</p> <p><i>The Education Endowment Foundation shows that:</i></p> <p>Small group tuition has moderate impact for low cost and has an impact rating of +4 months.</p> <p>Teaching Assistant interventions have moderate impact for moderate cost with an impact rating of +4 months.</p> <p><i>All support recorded on Provision maps 65% of our current pupil premium children receive regular small group interventions</i></p>	1 2 5
Year 6 Booster Groups	<p>From February, we run two booster sessions per week for our Year 6 children in preparation for SATs and to ensure they have the best possible chance to achieve in high school. Sessions are planned by the Year 6 teacher and a led by teachers, and level 3 support staff. This allows for children to have either 1:1 or small group support in addition to regular teaching time and over the years has had a direct impact on achievement. All year 6 pupil premium children attend these sessions.</p>	1 2 5

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

Budgeted cost: £ 8701

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Access to wraparound care to meet individual family circumstances. This provision has been planned alongside parents; considering their individual request to support the family circumstances.</p>	<p>The Education Endowment Foundation shows that: Extending the school day for enrichment activities without a specific focus on learning can have an impact on attainment. These may be beneficial for their own</p>	<p>3 4</p>
<p>0.2 non-teaching SENCO Pastoral support – including: 1:1 support for children Early Help Assessments Home Visits Meetings with families Attendance support TAF meetings Children in Need meeting Links with external agencies</p>	<p>Pastoral support for Pupil Premium (PP) children and their families provides benefits such as improved mental health, behaviour, and academic performance by removing barriers to learning. It also creates a more inclusive environment, helps develop essential life skills, and can address specific challenges like those faced by service families due to parental deployment or mobility. For families, this support can alleviate stress by addressing the root causes of potential underachievement and offering a stronger support network.</p>	<p>3 4</p>
<p>Financial support for families through subsidised trips and visits including during the academic year.</p>	<p>Our rationale is to provide a rich and inclusive curriculum where all children are valued and can find and develop their strengths and build on these in all areas of learning. Relationships and positive experiences of learning and self are key in engaging pupils in learning and enabling them to engage in school and learning effectively. <i>The Education Endowment Foundation shows that:</i> Although outdoor adventure learning has an unclear impact according to the EEF, our professional judgement demonstrates clear positive impact in children’s cultural capital.</p>	<p>3</p>
<p>Forest school - one afternoon per week led by trained forest school staff member –all pupil premium children included.</p>	<p>Research suggests that forest school benefits pupil premium children by providing a holistic, child-led learning experience that builds confidence, social skills, and physical abilities in a non-pressured, natural environment. It can remove academic pressures and allowing children to develop problem-solving, communication, and leadership skills through hands-on activities. This approach</p>	<p>3 5</p>

	helps boost motivation and concentration that can transfer back to the classroom.	
School counsellor. The school counsellor provides targeted, one-to-one therapy or small group support specifically to disadvantaged students identified as needing social or emotional support.	<p>Relationship skills are concerned with our ability to interact positively with peers and adults, and to effectively navigate social situations. It is important that children learn to recognise, express and regulate their emotions before they can be expected to interact successfully with others.</p> <p><i>The Education Endowment Foundation shows that: Challenging experiences for pupils at home or in the community may negatively affect their ability to learn or cope with the school environment, which could lead to a withdrawal from learning in some cases, this can lead to the void being filled with negative behaviour, which is sometimes linked to maintaining self-esteem and social standing with peers.</i></p> <p><i>All support recorded on Cpoms 30% of our current pupil premium children have received 1:1 support from the school counsellor or play therapist</i></p>	3 4
Inside Out KS1 and KS2 In conjunction with the Lancashire Family Hub network we have access to a six week series of workshops aimed at children in KS1 and KS2. These workshops are designed to help children to identify and understand their emotions and give them strategies to manage their emotions and build their resilience	<p><i>The Education Endowment Foundation shows that: There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income. For example, longitudinal research in the UK has shown that good social and emotional skills—including self-regulation, self-awareness, and social skills—developed by the age of ten, are predictors of a range of adult outcomes (age 42), such as life satisfaction and wellbeing, labour market success, and good overall health.</i></p> <p><i>All support recorded on Cpoms 30% of our current pupil premium children have received small group support</i></p>	3 4

**Total budgeted cost: £ 22725**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

End of year data based on teacher assessment		
EYFS	KS1	KS2
3 pupils	Year 1 – 2 pupils Year 2 – 3 pupils	Year 3 – 1 pupils Year 4 – 3 pupils Year 5 – 3 pupils Year 6 – 1 pupils
66% GLD	Y1 – 100% Pass in phonics	100% EXP for Reading 38% EXP for Writing 88% EXP for Maths  38% EXP for RWM
<b>Whole school data</b> <ul style="list-style-type: none"> <li>• KS2 Maths: 67% EXP (nat 74%) 42% GDS</li> <li>• KS2 Reading: 58% EXP (nat 75%) 42% GDS</li> <li>• KS2 Writing: 67% EXP (nat 72%) 33% GDS</li> <li>• KS2 SpaG: 67% EXP (nat 73%)</li> <li>• RWM combined: 58% EXP (nat 62%) 33% GDS (nat 10%)</li> </ul>		

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.

Our evaluation of the approaches delivered last academic year indicates that St John's particular use of highly skilled and trained support staff had a positive impact on learning and social and emotional needs of our disadvantaged pupils.

Last year, we continued our drive to provide all pupils with the highest quality teaching and learning opportunities, support and intervention.

Pupil progress is carefully monitored and the support provided and the individuals identified for support were constantly reviewed. Our EYFS, phonics and end of Key Stage 1 and 2 assessments demonstrated strong attainment of all pupils, including pupils in receipt of Pupil Premium.

Senior Leadership Team conducts termly learning walk and book looks to ensure pre-teaching and consolidation are part of our regular practice. The head teacher is very visible in classrooms and on the school playground for parents as is the non-teaching SENCO. The school counsellor has provided invaluable support.

West Lancashire Sports Partnership has provided multiple opportunities for children to participate in extracurricular activities. These are tracked and monitored by class teachers each term to ensure all children have the opportunity offered to them. Pupil Premium children have priority to attend clubs each half term to ensure they have the opportunity to engage in wider opportunities.