

# Pupil premium strategy statement

This statement details our school's use of pupil premium funding (and recovery premium for the 2023 to 2024 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's Catholic Primary School
Number of pupils in school	401
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers	2021-2022 2022-2023 2023-2024
Date this statement was published	November 2021
Date on which it will be reviewed	October 2024
Statement authorised by	Denise Maudsley (Headteacher)
Pupil premium lead	Karen McSteen (Assistant Headteacher)
Governor / Trustee lead	Joanne McNeill (Chair of Governors)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£249,725
Recovery premium funding allocation this academic year	£23,743
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	£273,468

# Part A: Pupil premium strategy plan

## Statement of intent

Our school is committed to ensuring the needs of all pupils are met, allowing them to feel safe and valued to enable them to make progress and achieve their greatest potential. The focus of our pupil premium strategy is to have high standards and ambitions for disadvantaged children, including providing support for those who are already high attainers. Our intention is therefore, that all disadvantaged children make good progress and achieve high attainment across all subject areas.

We aim to inspire children to realise that anything is possible in our ever-changing world and provide them with the life-skills and knowledge to succeed. We aim to achieve this by providing high quality teaching, personalised educational support and offering opportunities that disadvantaged children would otherwise not have access to. Through these actions, not only will we see impacts for disadvantaged pupils; non-disadvantaged pupils will benefit from this.

Our strategy is also vital in supporting wider school plans for education recovery, notably in its targeted support through targeted disadvantaged interventions and additional school-led tutoring sessions offered by class teachers across the school. This targets those pupils whose education has been worst affected, including non-disadvantaged pupils also.

Our approach will be embedded in assessment of pupil's challenges and individual needs, which will be identified through both formal and informal assessments.

To ensure they are effective we will:

- Ensure early intervention is established as a response to baseline assessments
- Ensure the work set for disadvantaged pupils is appropriate for their ability through adaptive teaching, including targeted support for disadvantaged children with additional needs (e.g. small group English and Maths support) and sufficient challenge for those more able disadvantaged pupils.
- Continue to embed our whole school approach in which all staff are accountable for the progress and attainment of disadvantaged pupils and continue to raise expectations of what they can achieve.
- Ensure whole school approach is monitored closely through bespoke disadvantaged progress meetings which focus specifically on the support disadvantaged pupils are receiving and the progress they are making.
- Continue to work collaboratively as an assessment team with SLT and the intervention manager to ensure disadvantaged children are making sufficient progress.

## Challenges

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

Challenge number	Detail of challenge
1	Baseline assessments, discussions with pupils and observations demonstrate children are below and significantly below average starting points on entry particularly in oral language skills, which has been further impacted by lockdowns. Throughout the school there is an evident social communication, vocabulary and language gap, between disadvantaged and non-disadvantaged pupils.
2	Assessments, discussions with pupils and observations indicate a low level of basic skills – specifically phonics, early reading and early maths. With these being the foundations of pupil's education, children must be secure in these skills to be able to make good progress; however, there are notable discrepancies between disadvantaged and non-disadvantaged pupils in basic skills.
3	Teacher assessments indicate that writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils in KS1. Disadvantaged pupils have lower starting points on entry, resulting in this gap between them and their non-disadvantaged peers.
4	Children including those that are HA require support with the understanding and interpretation of mathematical vocabulary.
5	Historically and ongoing, school recognises a challenge with reducing the number of persistent absentees amongst disadvantaged children and an ongoing challenge to improve term-on-term, year-on-year attendance overall for disadvantaged children and increase engagement from the most hard to reach families. Pupils that are persistent absentees or severely absent do not benefit from our quality teaching and targeted interventions offered.
6.	Increasing numbers of disadvantaged children and families experiencing trauma, crisis and/or emotional difficulties (some with external support or early help support depending on circumstances). This has been more evident following periods of school closures and lockdown. This affects their learning, behaviour, attitudes and attendance in school.
7.	Large majorities of disadvantaged pupils are coming to school without sufficient resources and necessary equipment to be able to access the full curriculum. This has been more evident with the cost of living crisis.
8.	Over recent years, school has acknowledged there have been increasing challenge in ensuring parents understand their eligibility for pupil premium and knowing how to access and complete the form. We have recognised that this is due to an increasing number of families who are new to country and have limited or no English.
9.	There is a significant increase of pupil premium children with overlapping factors e.g. SEN, EAL (particularly limited or no English, new to country) which create additional barriers to accessing the curriculum.

## 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 oral skills and outcomes for GLD at the end of EYFS. Improved vocabulary and language skills for disadvantaged pupils across the school.	Early years assessments will indicate that the gap between disadvantaged and non-disadvantaged pupils' is closing particularly in oral language and vocabulary.
An increased number of disadvantaged pupils reaching the expected standard in the year 1 Phonics screening check and having improved fluency.	The phonics screening check will also show that the gap is closing compared to national levels of children reaching the pass mark and above. Assessments within phonics will show an improved level of fluency for disadvantaged pupils.
An increased number of disadvantaged pupils reaching the expected standard in reading and maths at the end of KS1.	End of KS1 formal assessments will indicate and show that more disadvantaged children have achieved expected standard or above in reading and maths.
An increased number of disadvantaged pupils reaching the expected standard in writing at the end of KS1.	Teacher assessments, book scrutiny and internal moderation shows more disadvantaged children are achieving expected or above in writing at the end of KS1.
Children are more confident and secure in their understanding and interpretation of mathematical vocabulary which results in better outcomes and improved reasoning skills.	Through both informal and formal assessments, observations and mathematical talk in the classroom and pupil voice, confidence will have visibly increased and impacted positively on the outcomes of disadvantaged pupils in mathematical assessments- particularly reasoning.
Improved attendance for all pupils including disadvantaged and a reduction in the number of persistent absentees amongst disadvantaged pupils.	An overall increase in school attendance at the end of the academic year (school target: 98%). A 5% reduction in the gap between disadvantaged and non-disadvantaged pupils' attendance (nationally and in school). A significant reduction in the percentage of persistent absentees who are also disadvantaged so that school is closer in line with national non-disadvantage pupils' attendance.
Disadvantaged children have access to programmes such as Brighter Horizons and Seedlings, to raise self-esteem, ensure emotional wellbeing, and readiness to learn. Children's wellbeing and resilience to learning improves and therefore provides them with the tools to attend school and fully access the curriculum.	Sustained high levels of wellbeing demonstrated by pupil voice, parent voice (parent questionnaires) and teacher observation.

All disadvantaged pupils are equipped with everything they need to access all areas of the school curriculum. Disadvantaged pupils that attend breakfast club have a nutritious breakfast and are set up for the day.	Children are prepared, well equipped, resourced and ready to learn with no external barriers.
An increased number of parents complete the eligibility for PP form and feel supported in doing so. This further results in an increased number of children eligible for PP being identified.	The percentage of children eligible for PP will increase and be provided with PP funds to support them in school to be able to fully access the curriculum.
Overlapping factors are quickly identified and targeted support is provided to reduce these barriers and enable all children regardless of overlapping factors to be able to access the curriculum.	All children, including those with overlapping factors, are able to access the curriculum confidently and with appropriate levels of support in place.

## 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: £ 156, 640

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One teacher equivalent across Early Years (for early intervention and targeted teaching as well as specific support in speech and language).</p> <p><b>Additional Teaching Assistant</b> employed in Early Years to support PP children with communication and language.</p> <p><b>Additional teacher</b> equivalent in Key Stage 1 for targeted support in phonics and reading. and <b>additional staff</b> for the delivery of phonics programme and fast track tutoring.</p> <p><b>1 additional teacher</b> across Key Stage 2 for targeted support in</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:  <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></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:  <a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>One of the EEF's recommendations for improving literacy in Key Stage 1 is to effectively implement a systematics phonics programme, ensuring extra support needed is identified and if learning can be accelerated through targeted teaching.  <a href="#">Literacy KS1 Guidance Report 2020.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p> <p>Some pupils may require additional support in order to make good progress. Evidence indicates that small groups can be a powerful tool for supporting these pupils when they are used carefully.  <a href="#">2. Targeted academic support   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 2, 3, 4, 9

Reading, Writing and Maths.		
Outside consultants to work alongside teachers to enhance teaching strategies and ensure high-quality teaching provision for all disadvantaged children.	<p>Evidence suggests that professional development offers a crucial tool to develop teaching quality and subsequently enhances children's outcomes in the classroom.</p> <p><a href="#">EEF-Effective-Professional-Development-Guidance-Report.pdf</a> (d2tic4wvo1iusb.cloudfront.net)</p> <p>EEF states that schools should ensure every teacher is supported in delivering high-quality teaching as this is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p><a href="#">1. High-quality teaching   EEF</a> (educationendowmentfoundation.org.uk)</p>	1, 2, 3, 4, 9

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

Budgeted cost: £ 60, 821

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted additional <b>school-led tutoring</b> sessions held after school by class teachers to support PP children with Maths and English.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind in small group setting.</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2, 3, 4, 9
Online resources and additional resources including higher order texts for more able PP children - particularly reading materials (reading for pleasure).	<p>Evidence indicates that technology has the potential to increase the quality and quantity of practice that pupils can undertake, both inside and outside the classroom (MyON can be accessed from home too).</p> <p><a href="#">EEF Digital Technology Guidance Report.pdf</a> (d2tic4wvo1iusb.cloudfront.net)</p>	2

<ul style="list-style-type: none"> <li>- MyON</li> <li>- Accelerated Reader</li> </ul>	<p>EEF also state that technology can be engaging and motivating for pupils and that using technology to support retrieval practice and self-quizzing can increase the retention of key ideas and knowledge (Accelerated Reader).</p> <p><a href="#">EEF Digital Technology Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p>	
<p>Increased EMTAS provision for children with limited or no English (with an emphasis on children who are new to country) to support children with their acquisition of the English language and therefore support their family's ability to communicate with school. Teachers will identify these children and communicate with EMTAS lead in school.</p>	<p>As part of the key principles of inclusion stated in the DFE's National Curriculum document- "Teachers should plan teaching opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in all subjects." 4.6</p> <p><a href="#">National curriculum in England: framework for key stages 1 to 4 - GOV.UK (www.gov.uk)</a></p>	<p><b>8</b></p>



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

Budgeted cost: £56, 007

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Children's University to help raise aspirations, motivation and celebrate success in academic, personal, creative arts and sporting achievements.</p> <p>Career Connex and other career aspirations organisations including universities to inspire, motivate and expose children to the opportunities available to them in their future.</p>	<p>There is compelling evidence that career learning should begin in primary school and continue through adulthood. Studies provide some evidence of improvements in self-efficacy, self-confidence, career maturity, decision-making skills, career competencies or career identity.</p> <p><a href="https://educationendowmentfoundation.org.uk/careers-education/">Careers education   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/Careers_review.pdf">Careers_review.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p>	6, 7, 9
Subsidy of residential and educational visits/trips.	<p>Based on the EEF, it is believed that enriching education has intrinsic benefits and that all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich education.</p> <p><a href="https://educationendowmentfoundation.org.uk/life-skills-and-enrichment/">Life skills and enrichment   EEF (educationendowmentfoundation.org.uk)</a></p>	6, 7, 9
Bought in professional and outside	Based on the EEF, it is believed that enriching education has intrinsic benefits and that all children, including those from	6, 7, 9

expertise (authors, poets, musicians and artists).	disadvantaged backgrounds, deserve a well-rounded, culturally rich education.  <a href="https://www.educationendowmentfoundation.org.uk">Life skills and enrichment   EEF (educationendowmentfoundation.org.uk)</a>	
Counselling service- Brighter Horizons- to work with disadvantaged pupils for emotional support, mental health and wellbeing.	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.educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	<b>6, 7, 9</b>
Counselling service- Seedlings- to work with disadvantaged pupils for emotional support, mental health and wellbeing.	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.educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	<b>6, 7, 9</b>
P.E teacher to lead lunchtime games clubs with disadvantaged children with overlapping factors to support co-ordination, confidence, resilience and teamwork.	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.educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	<b>9</b>
School minibus to help improve attendance/punctuality of disadvantaged children and provide transport for disadvantaged children to excursions/sports events.	Following guidance from the DfE's <a href="#">Improving School Attendance</a> advice.  The EEF states that well-designed school communications can be effective for improving attainment and a range of other outcomes, such as attendance. <a href="https://d2tic4wvo1iusb.cloudfront.net">EEF Parental Engagement Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</a>	<b>5</b>
Additional sessions	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later	<b>6, 9</b>

provided by Educational Psychologist for emotional support and mental health.	life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	
EWO service agreement- to support disadvantaged families with engagement and attendance.	<p>Effective use of the EWO service improves attendance in school.</p> <p>Following guidance from the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>The EEF states that well-designed school communications can be effective for improving attainment and a range of other outcomes, such as attendance.</p> <p><a href="#">EEF Parental Engagement Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p>	<b>5</b>

**Total budgeted cost: £273, 468**

## 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.

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using Key Stage 1 and Key Stage 2 performance data, phonics check results and our own internal assessments.

Data from tests and assessments at the end of KS2 **exceeded national** for disadvantaged pupils in Reading, Writing and Maths. 76% of disadvantaged pupils reached the expected standard in reading at the end of KS2 – this is +16% above the national percentage of 60%. In Writing at the end of KS2, 71% of disadvantaged pupils were working at the expected standard in Writing – again, this was significantly above national for disadvantaged pupils in Writing which was 58% (+13%). In Maths, 71% of disadvantaged pupils reached the expected standard - this was significantly above the national for disadvantaged pupils which was 59%. Therefore, end of KS2 data clearly evidenced excellent progress and attainment for disadvantaged pupils. 71% of disadvantaged pupils achieved in Reading, Writing and Maths combined – this is significantly above national for RWM combined for disadvantaged pupils which was 44%.

KS1 data also clearly evidences excellent progress for disadvantaged pupils. Data from tests and assessments at the end of KS1 **exceeded national** for disadvantaged pupils in Reading, Writing and Maths. 72% of disadvantaged pupils reached the expected standard in reading and the end of KS1 (+18% above the national percentage of 54%). In writing at the end of KS1, 68% of disadvantaged pupils achieved the expected standard (+24% national disadvantaged standard of 44%). In maths, 63% of disadvantaged children achieved the expected standard – which is above the national standard for disadvantaged pupils (56%). 58% of disadvantaged pupils achieved in Reading, Writing and Maths combined.

With reference to our intended outcomes in this pupil premium strategy, we have analysed and identified the following impacts at this point in the three-year strategy:

#### **1) Improved oral skills and outcomes for GLD at the end of EYFS and improved vocabulary across the school for disadvantaged pupils:**

- Despite children entering Early Years at low starting points and emerging within all areas, broadly 50% of disadvantaged children in EYFS achieved GLD over the past 2 years. This is the first publication since the 2021/22 EYFS reforms were introduced in September 2021. As part of those reforms, the EYFS profile was significantly revised. It is therefore not possible to directly compare 2021/22 assessment outcomes with earlier years.
- To improve vocabulary for disadvantaged children across the whole school, we are continuing to embed our 'Vocabulary Project' to ensure a whole school approach to the teaching of vocabulary. This approach includes the pre-teaching

of vocabulary across all subjects. The impacts of this have been evidenced in conversations with the children (pupil voice) and in the children's work where the teaching of vocabulary is explicit.

- EYFS staff have attended bespoke Mathematics training linked to the teaching and modelling of vocabulary; staff voice has demonstrated a confidence in this area.
- Working across network schools has also enabled staff to share good practice of the teaching of vocabulary.

**2) Increased number of disadvantaged pupils reaching the expected standard in year 1 Phonics Screening Check and in Reading and Maths at the end of KS1.**

- An overall improvement in attainment across Phonics screening check, early Reading and Maths from 2022-2023.
- 79% of disadvantaged pupils achieved Phonics screening check. Out of the 21% who did not achieve, there were SEN overlapping factors.
- 72% of disadvantaged pupils achieved the expected standard for Reading at the end of KS1 which is significantly higher than the national level of attainment for disadvantaged children in 2023 (+18%).
- 63% of disadvantaged pupils achieved the expected standard for Maths at the end of KS1 which is higher than the national level of attainment for disadvantaged children in 2023 (+7%).
- A reduced gap in the comparison of attainment between disadvantaged and non-disadvantaged children.

**3) An increased number of disadvantaged pupils reaching the expected standard in Writing KS1.**

- An overall improvement in levels of attainment in Writing from 2022-2023.
- 68% of disadvantaged pupils achieved the expected standard for Writing at the end of KS1 which is significantly higher than the national level of attainment for disadvantaged children in 2023 (+24%).

**4) Children are more confident and secure in their understanding and interpretation of mathematical vocabulary which results in better outcomes and improved reasoning skills.**

- Impacts have been evidenced in the outcomes at the end of KS2 in 2023, where 71% of disadvantaged children achieved the expected standard in Maths. This was significantly above the national for disadvantaged pupils (+12% above national).
- All staff have had access to bespoke training from a Maths consultant to support their teaching of vocabulary. This explicit teaching is evident across the school through children's books, classroom displays, use of stem sentences and maths word glossaries. 'Pupil voice' with disadvantaged pupils demonstrates improved confidence when using mathematical vocabulary.

**5) Improved attendance for all pupils including disadvantaged children and a reduction in the number of persistent absentees amongst disadvantaged pupils.**

- Overall attendance of disadvantaged pupils in 2022-2023 academic year was 94.2%. This is significantly above national attendance for disadvantaged pupils which was 88.6% for academic year 2022-2023.
- The gap between the attendance rate of disadvantaged children and non-disadvantaged children has significantly reduced from 2020. There was a 4.7% difference between the attendance rate of disadvantaged and non-disadvantaged children in the 2020-21 academic year. This has reduced by 2.8% meaning there was a 1.9% gap in the attendance rate as evidenced at the end of the 2022-23 academic year. This is significantly better than the national gap between disadvantaged and non-disadvantaged pupils which was 5.2% for the academic year 2022-2023.
- There has been a notable reduction in the number of PAs who are disadvantaged also. At the end of 2022-2023, 16.1% of all disadvantaged pupils in the school were identified as a Persistent Absentee. Overall, the Persistent Absentee rate for all pupils was 9.48% for the academic year 2022-2023 – this was significantly better than the national rate for Persistent Absentees which was 17.2%.

**6) Disadvantaged children have access to counselling support via Brighter Horizons and Seedlings.**

- A significant number of disadvantaged children accessed therapeutic specialist support.
- Over 40% of disadvantaged pupils accessed 2 or more of the services available.
- Thus, emotional wellbeing is supported for these pupils resulting in them being better equipped to access the full curriculum.

**7) All disadvantaged pupils are equipped with everything they need to access all areas of the school curriculum.**

- Disadvantaged children continue to come to school equipped with everything they need and families feel supported by the school.
- We have seen an increase in the need for this due to the cost-of-living crisis also.

**8) An increased number of parents complete the eligibility for PP form and feel supported in doing so.**

- Reception parents were able to attend the Reception intake meeting in person this year making it more accessible and easier to refer to the PP eligibility forms and support parents with this.

**9) Overlapping factors are quickly identified and targeted support is swiftly put in place to reduce these barriers.**

- In the Summer Term, teachers are provided with an analysis and in-depth handover of their new class and therefore are aware and can identify any overlapping factors ready for September.

- Teachers and teaching assistants also work closely with the intervention manager and SENCO to identify any further and targeted support that can be put in place from the onset.

## 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
Seedlings primary school therapeutic support	Liverpool CAMHS/YPAS
Brighter Horizons Counselling services	

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	