

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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	S.S John and Monica Catholic Primary School
Number of pupils in school	205 (at time of budget setting)
Proportion (%) of pupil premium eligible pupils	25.8% (53 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022 to 2025
Date this statement was published	19.12.4
Date on which it will be reviewed	December 2025
Statement authorised by	Mrs M Elliott
Pupil premium lead	Mr A Ullah
Governor / Trustee lead	Mr M Murphy

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2024-25)	£74000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£74000</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At S.S. John and Monica, we hold high aspirations for all our pupils, regardless of their social or economic backgrounds. We view every child as a unique learner with immense potential, setting aspirational targets to help them thrive. Grounded in the belief that every child can achieve greatness, our mission is to nurture individuals who make meaningful contributions to our community both now and in the future. By fostering essential skills and values, we empower all pupils, including the most disadvantaged, to succeed and flourish in all aspects of life.

Our Pupil Premium Strategy is rooted in a whole-school, quality-first teaching approach, ensuring that every member of staff takes collective responsibility for the attainment and progress of all pupils. Research by the Education Endowment Foundation (EEF) highlights that high-quality teaching is the most significant factor in improving outcomes for disadvantaged learners, and we are committed to ensuring this standard across our school.

While we acknowledge that some children may face challenges, our focus is on providing targeted support and guidance to help them overcome these barriers and achieve their full potential. By prioritising relationships and truly understanding the unique needs of each child and family, we ensure that every intervention or support plan is meaningful, relevant, and impactful.

Common barriers such as limited support at home, a lack of confidence, behavioural challenges, language and communication difficulties, or attendance issues are met with proactive solutions tailored to individual needs. For instance, research shows that improving parental engagement can significantly enhance pupil outcomes, and we work to strengthen these home-school connections. Additionally, complex family circumstances, while challenging, present opportunities for us to provide stability, encouragement, and hope.

We believe in the transformative power of education and are steadfast in our mission to equip every child with the tools to become the person God has called them to be. By addressing barriers with positivity and determination, and backed by evidence-based strategies, we aim to ensure that every child develops the confidence, resilience, and character needed to succeed. Together, we are building a community where every pupil can flourish and reach their God-given potential.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b><u>Academic Performance</u></b> Analysis of Academic Performance Assessment data highlights a consistent attainment and progress gap between our disadvantaged pupils and their non-disadvantaged peers across the core curriculum. This reflects national trends as reported by the Education Endowment Foundation (EEF), which identify a persistent disparity in educational outcomes for disadvantaged pupils. Our focus is on closing this gap through evidence-based strategies, including targeted interventions, high-quality teaching, and personalised support, as research confirms that these are key drivers for improving outcomes for disadvantaged learners.</p>
2	<p><b><u>Attendance</u></b> Low attendance among some pupils, particularly those from disadvantaged backgrounds, contributes to missed learning opportunities and gaps in knowledge. Research from the Department for Education (DfE) highlights the strong correlation between attendance and academic achievement, emphasising the importance of consistent school attendance for long-term success. Addressing this barrier is a priority to ensure all pupils have equitable access to learning and can achieve their full potential.</p>
3	<p><b><u>Cultural Capital</u></b> Research indicates that children from disadvantaged backgrounds often have fewer opportunities to build cultural capital, including experiences beyond their home life and immediate communities, as well as further learning opportunities after leaving school. The work of sociologist Pierre Bourdieu highlights how limited cultural capital can affect access to educational and social opportunities, making it crucial to provide enriching experiences that broaden horizons and inspire ambition. By addressing this, we aim to ensure all pupils are equipped with the skills, knowledge, and confidence to thrive in a wider range of contexts.</p>
4	<p><b><u>Oracy Skills</u></b> Assessment data and observations indicate that some disadvantaged pupils exhibit more limited oracy skills compared to their non-disadvantaged peers. Upon entry to the Early Years Foundation Stage (EYFS), many pupils demonstrate language and communication skills that are significantly below age-related expectations. Research from organisations such as the Education Endowment Foundation (EEF) underscores the critical role of early language development in supporting future academic success, highlighting the need for targeted interventions to address this gap and ensure all pupils develop strong communication skills.</p>
5	<p><b><u>Social and Emotional Needs/Family Support</u></b> A growing number of pupils and their families face increased social and emotional challenges, requiring additional family support. This issue has been exacerbated by the ongoing cost-of-living crisis, which disproportionately affects disadvantaged pupils and their families. Research from the National Foundation for Educational Research (NFER) and other studies highlights the impact of economic hardship on pupils' well-being and academic performance. Addressing these needs through pastoral care and targeted support is essential to ensure that all pupils can thrive both emotionally and academically.</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
<p><b><u>EYFS</u></b></p> <p>Children in the Early Years Foundation Stage (EYFS) achieve a Good Level of Development (GLD) in line with or exceeding national and local benchmarks.</p> <p>EYFS outcomes show significant progress from pupils' baseline entry points, reflecting strong development in key areas of learning.</p>	<p><b><u>Quality First teaching for all pupils in EYFS to ensure effective provision:</u></b></p> <ul style="list-style-type: none"> <li>• EYFS outcomes are inline or above national GLD (EOY DATA)</li> <li>• Interventions and targeting closes the gap enabling more children to be 'on track' to meeting a GLD (EOY DATA)</li> <li>• Language development data from WellComm assessments show effective progress following baseline assessment (WellComm Assessments)</li> <li>• Learning is language and vocabulary rich with an initial focus on learning behaviours so that children can access full curriculum (Monitoring Schedule)</li> </ul>
<p><b><u>Phonics</u></b></p> <p>Disadvantaged children in Year 1 (and Y2 where applicable) pass the phonics screening check (non-disadvantaged comparable)</p> <p>Disadvantaged children who have SEND make progress from their individual starting point in terms of phonics acquisition</p>	<p><b><u>Quality First teaching for all pupils in ensure effective Phonics provision:</u></b></p> <ul style="list-style-type: none"> <li>• Children in EYFS are 'Year 1 phonics ready' in Summer Term</li> <li>• Number of children passing the phonics screening check in line with national (Y1 and 2) (Phonics Screening assessment)</li> <li>• Phonics interventions have clear measureable impact on acquisition (Phonics Screening assessment)</li> <li>• Children make clear and measurable progress from baseline assessments (EOY DATA)</li> <li>• Effective implementation of ELS across EYFS and KS1 (EOY DATA) Children with cognitive and learning SEND know remember and can apply and increased number of phonemes in comparison to baseline assessments (SEND Continuums/baseline comparison)</li> </ul>
<p><b><u>Attainment and Progress</u></b></p>	<p><b><u>Quality First teaching for all pupils to ensure:</u></b></p>

<p><b>Disadvantaged pupils achieve broadly in line with non-disadvantaged peers-attainment</b> (three year target).</p> <p>Disadvantaged pupils' attainment is, at a minimum, in line with the age related outcomes achieved during the previous academic year (Reading, Writing and Maths) and where applicable matches their previous Key Stage outcome; those children who are not on track to meet prior attainment to make accelerated progress to close the gap to their prior achievements.</p> <p><i>To implement targeted interventions that are of high quality and catered to overcoming barriers to learning which are monitored by the intervention leader for impact (AU/HN)</i></p>	<ul style="list-style-type: none"> <li>• Attainment data for disadvantaged pupils increases each year in line or above national averages. (Termly/EOY DATA)</li> <li>• End of year data (Summer 2) show that disadvantaged children have met or exceeded prior attainment from previous key stage/year group outcome (Termly/EOY DATA)</li> <li>• Case studies of individual children that demonstrate the progress they make success (SENDdata)</li> <li>• Interventions for pupils eligible for the pupil premium grant will demonstrate a positive impact and help accelerate progress. Interventions that show limited impact are identified and adapted or changed based on the needs of the children(Termly/EOY DATA)</li> <li>• Positive progress measures from EYFS to KS1 and KS1 to KS2 statutory data(Termly/EOY DATA)</li> </ul>
<p><b><u>Cultural Capital</u></b></p> <p><b><i>Pupils have a wide range of experiences that allow them to make further sense of their learning and prepare them to make a positive contribution to the wider world.</i></b></p> <p><i>Varied and broad curriculum opportunities are offered and developed which are engaging and pertinent</i></p>	<ul style="list-style-type: none"> <li>• Year groups to provide a wide range of events linked to the broader curriculum – not limited to but including trips, theme days, events/experiences to make learning more memorable. (Pupil Voice)</li> <li>• Teachers and support staff plan and deliver an exciting, challenging curriculum that encourages children to develop essential life skills (Skills Builder)</li> <li>• Pupils exposed to a wide range of social, cultural, enrichment and sporting experiences both within and outside school. This includes opportunities to develop a love for music.</li> <li>• Pupil voice surveys and interviews show that disadvantaged pupils enjoy learning</li> </ul>
<p><b><u>Family Support</u></b></p> <p><i>Where applicable, both disadvantaged children and their family's social, emotional or health needs are identified; school staff are able to support with these needs, so that potential barriers are no longer prevalent or are now managed accordingly</i></p>	<ul style="list-style-type: none"> <li>• Families in need of additional support are identified by all staff and then signposted to SENDco, DHT or Head teacher</li> <li>• FSW to work with families to alleviate barriers and support needs both within school and in the home</li> <li>• Parent voice and additional surveys show that parents feel supported to overcome any additional barriers they may face</li> <li>• Positive interactions developed through social skills and positive play e.g. Lego and Art Club</li> <li>• Breakfast club facilitated to allow a smooth settled start to the day</li> </ul>

<p><b><u>Attendance</u></b>  <i>Disadvantaged pupils' attendance will meet school target (97%) or fall in line with national averages; persistent absence addressed and families supported to ensure children attend school</i></p>	<ul style="list-style-type: none"> <li>Disadvantaged pupils attendance will meet school target.</li> <li>Disadvantaged pupils' whose attendance is a cause for concern 95% identified and support offered</li> <li>Head teacher to monitor attendance with a decrease in persistent absence</li> </ul>
---	--

## Activity in this academic year (2024-25)

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: £ 18,356

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>DHT to work with colleagues to disseminate CPD training across the school</p> <p>CPD training opportunities provide to staff throughout the academic year and ideas and approaches shared</p>	<p><a href="#">Using the PP Funding Effectively EEF</a></p> <p><a href="#">EEF Guide to the Pupil Premium- Autumn 2021</a></p> <p><a href="#">Effective CPD EEF</a></p>	1, 4, 5
<p>DHT to facilitate CPD opportunities for LSA and teachers to share best practice in terms of effective targeted intervention</p>	<p><a href="#">EEF Guide to the Pupil Premium- Autumn 2021</a></p> <p><a href="#">Standards for Teachers' Professional Development DFE</a></p> <p><a href="#">EEF Selecting interventions</a></p>	1,3,4
<p>Regular pupil progress meetings</p>	<p><a href="#">Education Endowment Foundation Teaching and Learning Toolkit</a></p>	1,4

analyse the progress of children eligible for the Pupil Premium grant with planned targeted support mapped out		
Resources for core subjects English (phonics) and Maths (WR subscription) purchased to aid in teaching and learning. Staff to model how best to use this through staff meeting and 1:1 or small group modelling/coaching sessions	<a href="#">Education Endowment Foundation Teaching and Learning Toolkit</a>	1,4
Purchase of resources to support teaching within the Wider Curriculum developing further children's cultural capital	<a href="#">Using the PP Funding Effectively EEF</a>	1,3,4

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

Budgeted cost: £ 45,045

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of high quality, targeted, structured intervention All consequent interventions to be monitored and evaluated to assess the impact by DHT and Intervention Lead (SENCO).	<a href="#">EEF Targeted Academic Support</a> <a href="#">EEF Selecting interventions</a> <a href="#">How schools are spending Pupil premium successfully OFSTED</a> <a href="#">Effective Use Of Teaching Assistants</a>	1,4
Targeted intervention	<a href="#">NCETM single digits</a>	4

Targeted academic provision for Year 6 pupils to enable them to meet ARE by the summer term	<a href="#">EEF Targeted Academic Support</a> <a href="#">EEF Selecting interventions</a> <a href="#">How schools are spending Pupil premium successfully</a> OFSTED	1,4
Use of targeted intervention using WellComm Speech and Language screening tool and toolkit designed to identify areas of concern in language, communication and interaction	<a href="#">Case studies Speech and language</a>	1,5
Family Support using Malachi FSW to work with both children in school (play based) and families in the home for a variety of different needs	<a href="#">How schools are spending Pupil premium successfully</a> OFSTED	5

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

Budgeted cost: £ 10559

Activity	Evidence that supports this approach	Challenge number(s) addressed
Monitor attendance so that disadvantaged pupils' attendance is in line with none-disadvantaged/national averages—meeting school target thus minimising this as a barrier to learning	<a href="#">How schools are spending Pupil premium successfully</a> OFSTED	2
Providing Breakfast club provision so that children start the day with a healthy nutritious meal	<a href="#">DFE Breakfast Clubs</a>	2,5

<p><i>To further enhance opportunities outside of school through school trip and internal visitors e.g. music teachers, STEM workshops</i></p>	<p><a href="#"><u>Model music curriculum</u></a></p>	<p>3,5</p>
<p><i>Afterschool club provision e.g. (Lego, Art, Sports, Forest School)</i></p>	<p><a href="#"><u>Forest School Research</u></a></p>	<p>2,3,5</p>

**Total budgeted cost: £ 74,000**

## 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.

See PP report:

Intended outcome	Success criteria
<p><b>EYFS</b> Children in EYFS reach a <b>GLD</b> in comparison with National and Local children EYFS outcomes <b>demonstrate significant progress</b> is made by pupils from baseline entry point EYFS outcomes</p>	<p><b>Quality First teaching for all pupils in EYFS to ensure effective provision.</b></p> <ul style="list-style-type: none"> <li>EYFS outcomes are inline or above national GLD <b>SSJM 67% National 7%</b></li> <li>Interventions and targeting closes the gap enabling more children to be 'on track' to meeting a GLD <b>SSJM 67%</b> meeting ELG</li> <li>Language development data from WellComm assessments show effective progress following baseline assessment <b>Wellcomm data pinpoints targeted support and potential intervention for number of children not achieving green based on intervention and assessment</b></li> <li>Learning is language and vocabulary rich with an initial focus on learning behaviours so that children can access full curriculum <b>Monitoring schedule identified a language rich environment with both incidental language and subject specific</b></li> </ul>
<p><b>Phonics</b> Disadvantaged children in Year 1 (and Y2 where applicable) pass the phonics screening check (non-disadvantaged comparable)  Disadvantaged children who have SEND make progress from their individual starting point in terms of phonics acquisition</p>	<p><b>Quality First teaching for all pupils in ensure effective Phonics provision.</b></p> <ul style="list-style-type: none"> <li>Children in EYFS are 'Year 1 phonics ready' in Summer Term</li> <li>Number of children passing the phonics screening check in line with national (Y1 and 2) <b>SSJM 70% National 79%</b></li> <li><b>Children make clear and measurable progress from baseline assessments</b></li> <li><b>Effective implementation of ELS across EYFS and KS1</b></li> <li><b>Children with cognitive and learning SEND know remember and can apply and increased number of phonemes in comparison to baseline assessments (SEND Continuums/baseline comparison)</b></li> </ul>
<p><b>Attainment and Progress</b> Disadvantaged pupils achieve broadly in line with non-disadvantaged peers-</p>	<p><b>Quality First teaching for all pupils to ensure</b></p> <ul style="list-style-type: none"> <li><b>Attainment data for disadvantaged pupils increases each year in line or above national averages</b></li> </ul>

<p><b>attainment</b> (three year target).</p> <p>Disadvantaged pupils' attainment is, at a minimum, in line with the age related outcomes achieved during the previous academic year (Reading, Writing and Maths) and where applicable matches their previous Key Stage outcome; those children who are not on track to meet prior attainment to make accelerated progress to close the gap to their prior achievements.</p> <p><i>To implement targeted interventions that are of high quality and catered to overcoming barriers to learning which are monitored by the intervention leader for impact (AU/HN)</i></p>	<ul style="list-style-type: none"> <li>• End of year data (Summer 2) show that disadvantaged children have met or exceeded prior attainment from previous key stage/year group outcome (Termly/EOY DATA) pupil outcomes vary</li> <li>• Case studies of individual children that demonstrate the progress they make success (SEND data using target tracker show individual progress for number of SEND children)</li> <li>• Positive progress measures from EYFS to KS1 and KS1 to KS2 statutory data(Termly/EOY DATA)</li> <li>• Interventions for pupils eligible for the pupil premium grant will demonstrate a positive impact and help accelerate progress. Interventions that show limited impact are identified and adapted or changed based on the needs of the children(Termly/EOY DATA)</li> <li>• Interventions for pupils eligible for the pupil premium grant will demonstrate a positive impact and help accelerate progress. Interventions that show limited impact are identified and adapted or changed based on the needs of the children(Termly/EOY DATA)</li> </ul>
<p><b><u>Cultural Capital</u></b></p> <p><b><i>Pupils have a wide range of experiences that allow them to make further sense of their learning and prepare them to make a positive contribution to the wider world.</i></b></p> <p><i>Varied and broad curriculum opportunities are offered and developed which are engaging and pertinent</i></p>	<ul style="list-style-type: none"> <li>• Year groups to provide a wide range of events linked to the broader curriculum – not limited to but including trips, theme days, events/experiences to make learning more memorable</li> <li>• Teachers and support staff plan and deliver an exciting, challenging curriculum that encourages children to develop essential life skills (Skills Builder)</li> <li>• Pupils exposed to a wide range of social, cultural, enrichment and sporting experiences both within and outside school. This includes opportunities to develop a love for music.</li> <li>• Pupil voice surveys and interviews show that disadvantaged pupils enjoy learning</li> </ul>
<p><b><u>Family Support</u></b></p> <p><i>Where applicable, both disadvantaged children and their family's social, emotional or health needs are identified; school staff are able to support with these needs, so that potential barriers are no longer prevalent or are now managed accordingly</i></p>	<ul style="list-style-type: none"> <li>• Families in need of additional support are identified by all staff and then signposted to SENDco, DHT or Head teacher</li> <li>• FSW to work with families to alleviate barriers and support needs both within school and in the home</li> <li>• Parent voice and additional surveys show that parents feel supported to overcome any additional barriers they may face (95% would recommend the school OFSTED parent survey)</li> <li>• Positive interactions developed through social skills and positive play e.g. Lego and Art Club</li> </ul>

	<ul style="list-style-type: none"> <li>Breakfast club facilitated to allow a smooth settled start to the day</li> </ul>
<p><b><u>Attendance</u></b>  <i>Disadvantaged pupils' attendance will meet school target (97%) or fall in line with national averages; persistent absence addressed and families supported to ensure children attend school</i></p>	<ul style="list-style-type: none"> <li>Disadvantaged pupils' attendance will meet school target.</li> <li>Disadvantaged pupils' whose attendance is a cause for concern 95% identified and support offered</li> <li>Head teacher to monitor attendance with a decrease in persistent absence</li> <li>Disadvantage and non disadvantage attendance shows no significant trends</li> </ul>

## 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
WellComm Speech and Language toolkit	GL Assessment
WhiteRose Maths (Maths scheme of work-Whole school)	WhiteRose Education

## 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?	

**Further information (optional)**

--