

# Pupil premium strategy statement SS John and Monica 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	202 (at the time of budget setting/census)
Proportion (%) of pupil premium eligible pupils	Approximately 29% (reviewed annually)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025-2028
Date this statement was published	19.12.25
Date on which it will be reviewed	1.12.26
Statement authorised by	Mrs M Elliott
Pupil premium lead	Mr A Ullah
Governor lead	Mr M Murphy

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£90,900
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£
<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>	£90,900

# Part A: Pupil premium strategy plan

## Statement of intent

At S.S. John and Monica Catholic Primary School, we are committed to ensuring that all pupils, regardless of disadvantage, achieve highly and flourish academically, socially and emotionally. We hold ambitious expectations for every child and believe that high-quality teaching, supported by targeted academic intervention and effective wider strategies, has the greatest impact on outcomes for disadvantaged pupils.

Our Pupil Premium Strategy for 2025–2028 is underpinned by evidence from the Education Endowment Foundation (EEF), statutory outcomes, IDSR analysis and internal school data. High-quality, inclusive teaching is at the heart of our approach, supported by carefully targeted interventions and wider provision that removes barriers to learning.

We recognise that disadvantage is not static. Pupil numbers, levels of need and family circumstances can change year on year. For this reason, funding allocations within this strategy are reviewed annually to ensure that support remains proportionate, responsive and impactful.

Our strategy aims to:

- Narrow attainment gaps between disadvantaged pupils and their peers
- Improve attendance and reduce persistent absence
- Strengthen early language, reading and core academic outcomes
- Address wider barriers relating to wellbeing, family circumstances and access to enrichment
- Ensure all pupils benefit from high-quality teaching and curriculum provision

## Challenges

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

Challenge number	Detail of challenge
1	Attainment and progress gaps between disadvantaged pupils and their peers across reading, writing and mathematics
2	Attendance and persistent absence impacting continuity of learning for a small number of disadvantaged pupils.
3	Limited cultural capital and access to enrichment opportunities beyond school.
4	Speech, language and communication needs, particularly evident on entry to EYFS.

5	Social, emotional and family circumstances affecting wellbeing and readiness to learn.
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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
Narrowed attainment gaps	Disadvantaged pupils' attainment in reading, writing and maths improves year-on-year and is broadly in line with non-disadvantaged pupils by 2028.
Strong early language development	EYFS disadvantaged pupils make accelerated progress from baseline; GLD outcomes are at least in line with national figures.
Secure early reading	Disadvantaged pupils pass the phonics screening check in line with national outcomes or make strong progress from individual starting points.
Improved attendance	Attendance for disadvantaged pupils meets school targets or aligns with national averages; persistent absence is reduced.
Improved wellbeing and cultural capital	Disadvantaged pupils access a wide range of enrichment opportunities and demonstrate positive attitudes to learning and aspiration.

## 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: £20,198

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher deployment and staffing contribution	High-quality teaching has the greatest impact on pupil outcomes (EEF).	1,4
Professional development and coaching	Sustained CPD improves classroom practice and pupil outcomes (EEF).	1, 4, 5
Curriculum and teaching resources	Supports consistent, high-quality curriculum delivery (EEF).	1,3

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

Budgeted cost: £58,340

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured TA-led interventions	Targeted interventions accelerate progress when well deployed (EEF).	1,4
Speech and language intervention (WellComm)	Early identification and intervention improve communication outcomes (EEF).	4,5
Targeted phonics and maths interventions	Evidence-based programmes support rapid academic catch-up (EEF).	1, 4
Additional KS2 academic support	Focused support enables pupils to meet age-related expectations (EEF).	1

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

Budgeted cost: £10,362

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance monitoring and family engagement	Attendance is a prerequisite for learning (EEF).	2
Breakfast club provision	Improves readiness to learn and supports attendance (DfE/EEF).	2,5
Enrichment activities and educational visits	Builds cultural capital and engagement (EEF).	3
Pastoral and family support	Reduces wider barriers to learning and improves wellbeing (EEF).	5

**Total budgeted cost: £90,900**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

The impact of pupil premium spending is reviewed annually using a triangulated approach that draws on IDSR analysis, statutory assessment outcomes, internal school data and attendance and wellbeing information.

#### **Attainment and progress**

IDSR and statutory outcomes show that disadvantaged pupils make secure progress over time. End of Key Stage 2 outcomes in reading, mathematics, GPS and combined RWM are above national averages. While outcomes vary year-on-year due to small cohort sizes, the most recent data indicates strong attainment and closing gaps, particularly in reading and mathematics. Writing has been identified as an area for continued refinement.

#### **Early language and phonics**

EYFS outcomes show that communication and language is above national, with GLD broadly in line with national figures. Phonics outcomes are in line with national expectations, with targeted support in place for pupils requiring additional time to secure early reading skills.

#### **Attendance and engagement**

Attendance data triangulated with IDSR shows that attendance for disadvantaged pupils is in line with or above national figures. Persistent absence for disadvantaged pupils is below national levels, reflecting the impact of proactive monitoring and family engagement.

#### **Behaviour, wellbeing and family support**

Behaviour and exclusion rates remain low and in line with national expectations. Pastoral records, pupil voice and parent feedback indicate that targeted wellbeing and family support reduces barriers to learning and improves readiness to learn.

Overall, the school is on track to meet the intended outcomes of the 2025–2028 Pupil Premium Strategy. Annual evaluation ensures that provision remains evidence-informed and responsive to need.

This strategy forms part of a whole-school commitment to equity, inclusion and excellence. While pupil premium funding plays a significant role in supporting disadvantaged pupils, outcomes are strengthened through effective leadership, high-quality teaching and strong partnerships with families.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider
WellComm Speech and Language Toolkit	GL Assessment

White Rose Maths	White Rose Education

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

**The impact of that spending on service pupil premium eligible pupils**

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.*