## This statement details our school’s use of pupil premium (and recovery premium for the 2024 to 2025 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 | St John the Evangelist Catholic Primary School |
| Number of pupils in school | 139 |
| Proportion (%) of pupil premium eligible pupils | 28% |
| Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)** | 2024-2027 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | December 2027 |
| Statement authorised by |  |
| Pupil premium lead | Mrs Linzi Nelson |
| Governor / Trustee lead | Mrs Josie Wilson |

**Funding overview**

|  |  |
| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £50,915.63 |
| Recovery premium funding allocation this academic year |  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**  If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £50,915.63 |

# Part A: Pupil premium strategy plan

## Statement of intent

|  |
| --- |
| St John the Evangelist Catholic Primary School has high academic, social, and moral aspirations for all pupils. We aim that all pupils are well supported to make good progress and develop a love of lifelong learning.  We want to ensure that our disadvantaged pupils have the same opportunities academically, emotionally, and socially as non-disadvantaged pupils. We have the same high academic expectations for all pupils and aim to provide support and interventions that ensure all pupils can reach their full potential and beyond.  St John the Evangelist school serves an area in Billingham, where 28% of pupils are eligible for the Pupil Premium grant and more families advise that they struggle financially. We have a broad view of what it means to be disadvantaged and we aim to identify and mitigate any barriers to learning for all our pupils.  For all of our pupils we aim to enhance oral language skills, improve vocabulary skills across the curriculum, address SEMH concerns within our well-being offer, offer increased reading opportunities via reading books matched to phonics and reading for pleasure and ensure children have access to high-quality targeted adult support. We expect all pupils to engage in all aspects of school life equally.  Our ultimate objectives are:   * For our disadvantaged children to attend school regularly. * To narrow the attainment gap between disadvantaged and non-disadvantaged pupils. * For all disadvantaged pupils in school to achieve at least in line with their non – disadvantaged peers * To ensure disadvantaged pupils have the same opportunities as other children. * To support SEMH for all pupils and enable them to access learning at an appropriate level.   Within school, we have identified barriers to learning including but not limited to:   * Low starting point levels for literacy, communication and language. * Lack of extended vocabulary. * Social and emotional difficulties leading to dysregulation for some pupils * Lack of extended opportunities outside of the family home.   Our current strategy plan is working to address these barriers and achieve our aims by:   * The school has used research and supporting evidence from The Education Endowment Fund to develop this plan. The EEF recommends that great teaching is the most important lever schools have to improve outcomes for their pupils. Many of the most effective ways to raise attainment will benefit all groups of pupils. * Collectively developing pedagogy to ensure quality first teaching which is adapted to meet the needs of all our pupils. * Providing targeted early language interventions to support early language acquisition. * Ensuring daily reviews of learning and implementing immediate support to address misconceptions. * Developing pupil resilience through school-based and external interventions, addressing social and emotional barriers to learning. * Ensuring all pupils have access to a wide range of experiences through removing financial barriers. * Ensuring all pupils attend school regularly and to support parents to understand the importance of this.   The pupil premium strategy is part of a whole school strategy, which aims to develop good teaching across the school. Using an evidence-based approach for interventions, coupled with regular review, we aim to tailor our approach to best serve the needs of our pupils. |

## Challenges

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

|  |  |
| --- | --- |
| Challenge number | Detail of challenge |
| 1 | Children’s starting points on entry are often below those typically found in their peers so need to catch up rapidly. This is particularly true in terms of early language and communication skills. This slows reading progress in subsequent years. School data identifies more Pupil Premium children amongst this target group on entry to Reception. There is a -21% gap between PP and non-PP achieving GLD. English comprehension and maths are the two areas impacting GLD outcomes for PP. |
| 2 | Pupils who are eligible for PP are making less progress than other pupils in phonics assessment.  In Year 1 (current Year 2) there is a 13% gap between PP and non-PP children achieving the national average. |
| 3 | Social-emotional development can hinder progress and contribution to class learning and, in some cases, have a negative impact on behaviour or cause anxiety, having a detrimental effect on academic progress. |
| 4 | Absence rates for pupils eligible for PP is 2% higher than other pupils.  This has a detrimental effect on academic progress for disadvantaged pupils. |
| 5 | Some disadvantaged pupils, as well as many of the other children, have limited opportunities for experiences outside of the family home. |

## 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 |
| Improve early language and communication skills through using targeted intervention. Measurable data outcomes achieved. | Pupils demonstrate increased competency in communication – baseline.  Speech link/Language link assessments. Targeted work impacts positively on end of EY outcomes in communication and language development.  Positive impact demonstrated in additional prime areas. |
| Improve outcomes in phonics.  Increased levels of attainment for PP pupils by the end of KS1 and ensure sustained achievement by then end of KS2.  To provide additional phonic sessions for children in EYFS, KS1 and targeted intervention in KS2 to ensure children’s reading skills are in line. | Improvement in % of PP children in phonics screening check and KS2 reading results in-line with national or above.  Tracking across school evidences sustained progress.  All staff will to have up-to-date SSP training to enable delivery in EYFS and KS1 and interventions in KS2. |
| Ensure the curriculum is adapted to meet the needs of all pupils by developing a signature pedagogy based on research. | Pupils will be successful in completion of tasks that specifically adapted to ensure that they reach their full potential. |
| Improve pupil’s resilience through supporting positive social/ emotional development and engagement in wider aspects of education and school life. | More pupils engage in extracurricular and enrichment activities.  Children feel confident to contribute to wider school life. |
| Increase attendance rates for pupils eligible for pupil premium children. Reduce % of persistent absentees. | Attendance rates for PP are in line or better than other pupils. |
| Enhance cultural capital offer for children. | Through a deliberate programme of planned activities/excursions/visits/residentials/community outreach. |

## 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: £22,528

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Teaching: Ongoing CPD to improve phonics teaching and reading. CPD for teachers in SSP (Sounds Write) | Training can support adults to ensure they model and develop pupils’ oral language skills and vocabulary development. Approx 6 months. | 1  2 |
| Extend children's vocabulary by explicitly teaching new words, providing repeated exposure to new words and provide opportunities to use the new words in their writing. | A collaborative learning approach is consistently positive. Effective collaborative learning indicates groups of 3-5 is most effective. Approx 5 months. | 1  2 |
| Develop pedagogical knowledge of staff to enhance teaching of reading (including phonics), writing and maths. CPD. | Recent evidence published in the EEF research shows that it is important to develop the subject knowledge of the teachers but also focussing on teachers’ pedagogical content - knowledge of how to teach the subject. | 1  2 |
|  |  |  |

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

Budgeted cost: £5,613.63

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| SSP interventions | EEF (+4) Most studies of phonics are of intensive support in small groups and one to one with the aim to supporting pupils to catch 1 2 4 5 up with their peers. The effects of one to one tends to be a little higher (+5 months) compared with small group interventions (+4 months), but this needs to be offset by the number of pupils who can receive support. | 2 |
| Vocabulary and language enhancements:  *Blast*  *Talk Boost* | EEF preparation for Literacy advocates the prioritising of communication and language, modelling effective language and communication. | 1  2 |
| Online learning resources to support reading at home across all key stages.  Reading Plus | Parental engagement – moderate impact for a very low cost based on extensive evidence The average impact of the Parental engagement approach is about an additional four months’ progress over the course of a year. There are also higher impacts for pupils with low prior attainment. | 1  2 |
| Targeted support in small groups for pupils identified as not making sufficient progress based on analysis of assessments in reading, writing and maths. | EEF – diagnostic approach to identify capabilities and difficulties to match to appropriate interventions.  Comprehension intervention.  Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence source such as Visible Learning by John Hattie and the EEF Toolkit. | 1  2 |

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

Budgeted cost: £22,774

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Improving attendance and readiness to learn for most disadvantaged pupils.  Parent Support Advisor appointed to work with vulnerable families and improve parental engagement. Attendance officer employed so they can follow up any concerns. | Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016)  EEF (+3) We define parental engagement as the involvement of parents in supporting their children’s academic learning. It includes:  • approaches and programmes which aim to develop parental skills such as literacy skills;  • general approaches which encourage parents to support their children with, for example reading or homework;  • the involvement of parents in their children’s learning activities; and  • more intensive programmes for families in crisis.  Breakfast Club offered free of charge to disadvantaged families. | 1  2  4  5 |
| Provide enrichment opportunities to children, particularly disadvantaged, to enhance learning in the classroom. | Financial support to ensure children are able to attend enrichment opportunities beyond the classroom, including school trips, performing arts, sporting events and clubs. An enriched offer will improve attendance of pupils, particularly those who are disadvantaged. | 5 |
| Well-being offer | EEF (+4) Social and emotional skills’ are essential for children’s development— they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person’s perspective, and communicate in appropriate ways.  Targeted children receive quality mentoring from in-house trained counsellor. | 4  5 |

**Total budgeted cost: £50,915.63**

# 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.

|  |  |
| --- | --- |
| **Intended Outcomes 2023-4** | **Review** |
| Improve early language and communication skills through using targeted intervention. Measurable data outcomes achieved. | Although there is an attainment gap between PP and Non - Pupil Premium pupils, there is evidence that the attainment gap is staring to close. |
| Improve outcomes in phonics.  Increased levels of progress for PP pupils across KS1 and ensure sustained achievement across KS2.  To provide additional phonic sessions for children in EYFS, KS1 and targeted Year 3 children to ensure children’s reading skills are in line. | Last academic year, school introduced a new and different DfE validated, synthetic, systematic phonics programme, which was taught consistently across EYFS and KS1 from January 2024.  As the use of this programme was still in the introductory phase, 50% of pupils in Y1 achieved the phonics screening check in 2024.  The children who had worked on the previous programme which was embedded were successful and 91% of pupils met national standard for phonics by the end of Y2. |
| To provide access to the Early Career Framework CPD and mentor scheme. | All staff who worked as mentors had appropriate training and time was given to ensure that our ECTs had additional protected time.  2 out 2 ECTs passed at the end of the academic year. |
| Improve enrichment opportunities within the curriculum. | Priority places were offered to our Pupil Premium pupils in all of our sports and after school clubs so that we could enhance the cultural capital of these pupils. 23 children accessed at least one after school club within the academic year. |

## 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 |
| Reading Plus | Reading Solutions |
| Soundswrite | First Rate Phonics |

## 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)

|  |
| --- |
|  |