



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	St John the Evangelist Catholic Primary School
Number of pupils in school	140
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022-2025
Date this statement was published	4 th October
Date on which it will be reviewed	September 2024
Statement authorised by	Mrs Amanda Howell
Pupil premium lead	Mrs Amanda Howell
Governor / Trustee lead	Mrs Rachel Williams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£73,065
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	£73,065



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Part A: Pupil premium strategy plan

Statement of intent

St John the Evangelist Catholic Primary School has high aspirations for all pupils, both academically, socially and morally. Our aim is 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, academic, emotion and social, and learning experiences as non-disadvantaged. We have the same high academic expectations for all pupils and aim to provide support and interventions that ensure all pupils are able to reach their full potential and beyond.

Our school serves an area of deprivation, where 31% of pupils are eligible for the pupil premium grant and more families advise that they struggle financially.

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 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 make or exceed nationally expected progress rates.
- Disadvantaged pupils have the same opportunities as other children.
- To support our children's health and wellbeing to 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 of literacy, communication and language.
- Lack of extended vocabulary.
- Social and emotional difficulties.
- Poverty, including working poor.
- Lack of opportunity for extended opportunities outside of the family home.

Our current strategy plan is working to address these barriers and achieve our aims by:

- Collectively developing pedagogy to ensure quality first teaching.
- 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.



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- Ensuring all pupils have access to a wide range of experiences through removing financial barriers.
- Ensuring all pupils attend school regularly and 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 -13% 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. Although the gap is closing (-7% difference) in Y1 the gap in Y2 is opening (-50%) In Year 2 (current Year 3) Pupil Premium children were much lower than their non-PP peers in reading (50%), writing (40%) and maths (38%). This prevents sustained achievement in Key Stage 2
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 their academic progress.
4	Absence rates for pupils eligible for PP is 3% higher than other pupils. PP pupils have the highest percentages of persistent absence across school (22.2% 2022-2023). This reduction in their school hours has a detrimental effect on academic progress.
5	Pupil premium children, 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
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<p>Improve early language and communication skills through using targeted intervention. Measurable data outcomes achieved.</p>	<p>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.</p>
<p>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.</p>	<p>Improvement in % of PP children in phonics screening check and KS1 and KS2 reading results in-line with national or above. End of key stage data evidences increased progress from starting points. Tracking across KS2 evidences sustained progress. All staff will to have up-to-date RWI training to enable delivery in EYFS and KS1 and interventions in KS2.</p>
<p>To provide access to the Early Career Framework CPD and mentor scheme.</p>	<p>ECT, ECT Mentor and ECT Tutor will have accessed training.</p>
<p>Improve pupil’s resilience through supporting positive social/ emotional development and engagement in wider aspects of education and school life.</p>	<p>Pupils report feeling well supported with their social/emotional development. Pupils are more able to regulate their emotions, so instances of negative behaviour decrease.</p>
<p>Increase attendance rates for pupils eligible for pupil premium children.</p>	<p>Attendance rates for PP are in line or better than other pupils.</p>
<p>Improve enrichment opportunities within the curriculum.</p>	<p>Enrichment through visits and visitors in different areas of the curriculum.</p>



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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: £27,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching: Ongoing CPD to improve phonics teaching and reading. RWI training.	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
CPD - Develop SEEC approach to teaching Tier 2/Tier 3 vocabulary.	EEF 'Improving literacy in KS2' evidence strength extensive.	1 2
Access to Early Career Framework support and mentor training.	Research instructed by the EEF Project and carried out by the Institute of Education's Centre for Teachers and Teaching Resource.	3

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

Budgeted cost: £31,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
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RWI 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: <i>Blast</i> <i>Talk Boost</i>	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. Oxford Owl – KS1 Reading Plus – Y5 and targeted Y6 currently.	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: £14,165

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	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:	1 2 4 5



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<p>employed so they can follow up any concerns.</p>	<ul style="list-style-type: none"> • 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. <p>Breakfast Club offered free of charge to some disadvantaged families.</p>	
<p>Provide enrichment opportunities to children, particularly disadvantaged, to enhance learning in the classroom.</p>	<p>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.</p>	<p>5 6</p>
<p>Well-being offer</p>	<p>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.</p> <p>Targeted children receive quality mentoring from in-house trained counsellor.</p>	<p>4 5</p>

Total budgeted cost: £73,065



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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.

Reception GLD

2022	2023
47%	60%

Year 1 Phonics Screening Check

2019	2022	2023
82%	33%	80%

Year 2 resit: 87% of children 17/20 have passed their phonics screening check by the end of Year 2.

	% achieving the expected standard	National (2022)
Reading	67%	67%
Writing	57%	58%
Maths	71%	68%

	% achieving the higher standard	
Reading	14%	18%
Writing	0%	8%
Maths	5%	15%

KS2 Results



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	% achieving the expected standard	Average scaled score	Progress	National	Average scaled score
Reading	63%	102	-2.61	0.04	105
Writing	57%		-1.85	0.05	
Maths	47%	99	-4.20	0.04	104
Reading, writing and maths	33%			59%	
Grammar, punctuation and spelling	53%	100			105

	% achieving the higher standard	National
Reading	7%	28%
Writing	0%	13%
Maths	3%	22%
Reading, writing and maths	0%	7%
Grammar, punctuation and spelling	10%	28%



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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
RWI	Ruth Miskin

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?	



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Further information (optional)

RWI training of staff

Extra-curricular activities

Breakfast Club

Tea Club