

Pupil premium strategy statement

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 Vianney Catholic Primary School
Number of pupils in school	202
Proportion (%) of pupil premium eligible pupils	33
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-25 . . . looking toward 2026-27
Date this statement was published	23/10/25
Date on which it will be reviewed	01/10/26
Statement authorised by	John Hardy
Pupil premium lead	John Hardy
Governor / Trustee lead	David Dring

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£99,990
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£8,052
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	£108,042

Part A: Pupil premium strategy plan

Statement of intent

We intend that all children attain above their expected trajectory; 'thrown above' their peers, a drift back to expected attainment for disadvantaged children would still mean they achieve well and are not further disadvantaged in education. This reflects one of the foundational principles at St. John Vianney Catholic Primary School: **equity**.

We have learnt that if practice is developed to 'get it right' for the most vulnerable: in learning for children with special educational needs and/or disabilities; in care for looked after children; and, in enrichment for children with limited cultural experiences, then our practice is well-suited to support children eligible for pupil premium. Therefore, the curriculum, practice and programmes we have developed address the needs we have identified rather than any 'label' that has been attached to them.

We find that children attracting pupil premium fall into all the different groups we consider in school and as with all children, it is important to develop an individualised and personal programme, rather than follow a prescribed route. Thus, using their pupil premium entitlement, we are able to ensure the child has swift and easy access to whichever programmes may be supportive.

We also find that children entitled to pupil premium make more use of some elements of school life – maybe those ones they are not finding elsewhere - both valuing them more and accruing greater benefit than other children in the setting.

In care:

- Listening Culture: time and opportunity is built into the day, such as filtering into classrooms before lessons start in the morning, and practitioners are accessible for conversations with children.
- Family at School: all children belong to one of 30 small groups of about eight children led by the oldest a 'hoofy' (head of our family) which also includes an adult.
- Leadership: peer mediation; school council, eco-warriors, companions . . . children take responsibility for aspects of school life.
- Gift: much effort and time is invested in finding gift in every child, by: providing opportunities that enhance the curriculum: identifying those with promise: and, encouraging them with a mentored experience.
- Out of school hours care: activities and opportunities for play and relaxation in a safe and secure environment with adults already known to the children.

In learning:

- Interventions: NELI; precision teaching, phonics . . . are available to support children's learning, by intervening quickly.

- With increased demand for speech & language provision, adopting WellComm provides a practitioner-led 'assessment & next steps programme'.
- Autumn focus on reading: each year, intensive guidance through 1:1 support, enables children to access curricular-reading throughout the year.
- Reading comprehension: fluency building through repeated reading; fluency into comprehension, focusing on reading for purpose; leading to reciprocal reading.
- Behaviour: practitioners provide support and challenge to children needing more than the general behaviour policy to become self-regulating.

In enrichment:

- Wider opportunities: children in upper years learn to play instruments – glockenspiel, penny-whistle, ukulele – as part of a class ensemble.
- Out of school hours learning activities: wider ranging sports and activities are offered for children, such as gardening, reading club, craft, basket-ball, games.
- Educational visits: the curriculum is enhanced by visits such as: 'canvas classroom' and outdoor adventurous activities; gallery visits; historical...
- Parental engagement: our Tapestry platform, nursery recruits, handwriting champions . . . provide opportunities to involve parents and support them to be the 'first teacher' of their child.

We find that much time and effort is devoted to parents of children attracting pupil premium. The benefit for parents seems to be that not only is the initial reason for accessing support is resolved, but also, more importantly, the resulting relationship, similar to extended family, provides a shoulder to lean-on or even just a listening ear, for the future. For some parents it is comparable to the role that extended family used to play in the community.

Thus, for us **equity** does not mean that everyone is treated the same. Following Jesus, describing the pay received by the workers in the vineyard, for us equity means that everyone receives what they need rather than what they deserve. Thus, **funding follows need**.

Challenges

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

Challenge number	Detail of challenge
1	Presence: using <90% attendance to indicate persistent absence and <95% to include those at risk of persistent absence – 62% (the same as 2023-4) of those children persistently absent are eligible for PP. 13/66 (19.7%, the same as 2023-4) of those eligible for PP were persistently absent compared to 8/135 (5.9% of those not eligible, same as 2023-4); 19/66 (28.7%) of those eligible for PP were at risk of persistent absence compared to 32/136 (23.5% down from 35% in 2023-4).

2	Attainment: In the end of KS2 SATs, 4/28 did not meet expected standard in RWM combined all of whom were eligible for PP (4/15); At our July fix, 28/66 (42% up from 33% in 2024) of children eligible for PP did not achieve 100+ SAS;
3	Progress: Comparing SAS of children eligible for PP, 29/66 (43.9% down from 56% in 2024) did not maintain their ranking position across the academic year as opposed to 37% (broadly similar to 2024) of those children not eligible.
4	Early Years: 6/12 (50% up from 43% in 2024) children eligible for PP did not achieved GLD compared to 3/18 (16.7% down from 22% in 2024) of those not eligible.
5	Social language: More than a 'Poverty of words' (Hart, July 1995) more than 'The Forgotten: How white working class pupils have been let down...' (UK Parliamentary Education Committee, June 2021), we see the impact on children in their lack of confidence in social situations within school and beyond the safety of their 'tribe'. Even when out'n'about, our children do not know how to talk to an adult stranger or explain themselves to visitors in school.

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 attendance	No children eligible for pupil premium with persistent absence at the end of the academic year
Improved attainment	Attainment of pupils eligible for pupil premium to match that of other children at the end of each academic year
Improved progress	Progress of pupil eligible for pupil premium to match that of other children at the end of each academic year
Improved performance in EY GLD	GLD performance matches that of other children
Improved performance in other foundation subjects	Children eligible for pupil premium achieve in line with their English and Maths performance in other foundation subjects

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: £47,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training teachers to effectively use oral interventions, to improve oracy (PDDay); cascading training to learning support staff and monitoring fidelity over time	EEF suggest a +6 months impact	2, 3, 5
Training & delivery of communication & language approaches (NELI Whole class & WellComm)	EEF suggest a +6 months impact	4
Training on effective feedback and its delivery	EEF suggest a +6 months impact	2, 3, 4, 5
Diagnostic assessment using GL English & Maths; individualised instruction	Fan, T: Integrating diagnostic assessment into curriculum (2021); EEF suggest a +4 months impact	2, 3

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

Budgeted cost: £50,800.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Metacognition & self-regulation	EEF suggest a +8 months (in primary) impact	2, 3, 5
Arts participation	EEF suggest a +3 months impact	2, 5
Phonics intervention	EEF suggest a +5 months impact	5

Oral language intervention (added in 2025)	EEF suggest a +6 months impact	5
--	--------------------------------	---

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

Budgeted cost: £3250.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance	DfE guidance: Working together to improve school attendance	1
Parental engagement	EEF suggest a +4 months impact	1

Total budgeted cost: £101,850

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 2021 to 2024 academic years, as the basis for our three-year strategy.

Challenge 1: Presence was addressed through forensic analysis, personalised contact and support, parental engagement promoting the purposes of education and the need to be 'in school every day' resulted in a improving trend from 92.7% in 2021-22, 93.2% in 2022-23 and 94.3 % in 2023-24. (While successful, focus on persistent absence in our new strategy should continue this improving picture.)

Challenge 2: In maths, attainment in each cohort has demonstrated a reduction of children eligible for pupil premium not attaining an SAS of 100+ from 42% in 2021-22 to 22% in 2023-24, broadly in line (within one child) of the attainment seen in other children. (The specific focus on maths has been subsumed into the broader challenge of attainment generally.)

Challenge 3: At the end of key stage 2, performance at greater depth for children eligible for pupil premium: in reading improving from 22% in 2022 to 50% in 2024 compared to 30% to 40% for other children in that same period; in writing improving from 22% in 2022 to 50% in 2024 compared to a decline from 35% to 27% for other children; and, in maths improving from 0% in 2022 to 50% in 2024, compared to 25% to 47% for other children. This has resulted in the removal of this as a challenge in our current strategy.

Challenge 4: In progress a return to pre-pandemic trends saw children eligible for pupil premium, in comparison to other children, at the end of key stage 2 made more progress: in reading 4.05 compared to 3.93, in maths 3.32 compared to 2.98 but continue to lag in writing 3.4 compared to 7.3. Thus, this remains a challenge in the current strategy.

Challenge 5: In Early Years, in 2022 17% of children in receipt of early years premium attained a good level of development, which by 2024 has risen to 67%, but remains below that of other children (75%).

Challenge 6: Resilience for children eligible for pupil premium has seemingly improved, as we have seen their mobility peak return, to pre-pandemic levels from 4 in 2021-22 to 1 in 2023-24. We continue to support parents while awaiting access to services in the community. Our provision for mental health and well-being, including Rainbows was recognised as 'impactful' in our recent ofsted report (July 2024). While children

continue to face difficulties, the acute pressure post-pandemic has dissipated, so this challenge has been removed from our current strategy.

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
NELI Whole Class	Pearson
WellComm	GL Assessment
Progress Tests	GL Assessment

Further information (optional)

National Breakfast Programme

Since this programme provides a breakfast of either bagel or cereal to every child in the school, it means that children, who might otherwise not have breakfast, receive a snack before lessons begin. While there is evidence that relieving hunger in children allows learning, anecdotally, it seems that teaching staff involving children in choosing their snack, sharing with peers, toasting bagels, laughing when the head teacher spills cereal while distributing to dishes, not getting upset over spillages or mess has a positive impact upon relationships with staff and the sense of belonging as a shared experience.