

# Pupil premium strategy statement – ST JOHN THE BAPTIST CATHOLIC PRIMARY SCHOOL

This statement details ST John the Baptist Catholic Primary 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 outcomes for disadvantaged pupils last academic year.

## School overview

| Detail                                                                                                                                                                               | Data                                                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|
| Number of pupils in school                                                                                                                                                           | 193                                                 |
| Proportion (%) of pupil premium eligible pupils                                                                                                                                      | 25%                                                 |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement for each academic year</b> ) | 2025/2026 to 2027/2028                              |
| Date this statement was published                                                                                                                                                    | December 2025                                       |
| Date on which it will be reviewed                                                                                                                                                    | June 2026                                           |
| Statement authorised by                                                                                                                                                              | Carly Carden ,<br>Headteacher                       |
| Pupil premium lead                                                                                                                                                                   | Ani Nicholls ,Deputy<br>headteacher                 |
| Governor / Trustee lead                                                                                                                                                              | Georgina Gonzalez, lead<br>for disadvantaged pupils |

## Funding overview

| Detail                                                    | Amount         |
|-----------------------------------------------------------|----------------|
| Pupil premium funding allocation this academic year       | £138033        |
| Pupil premium funding carried forward from previous years | £2147          |
| <b>Total budget for this academic year</b>                | <b>£140180</b> |

## Part A: Pupil premium strategy plan

### Statement of intent

Our mission is to provide an outstanding education for our children, enabling every child of SJB to be the very best they can be. We strive to develop children's aspirations, their self-esteem and their academic achievement in a safe and stimulating learning environment. It is vital that all learning opportunities are of a consistently high quality and therefore we work tirelessly to ensure that children attend school, ready to learn. It is important to acknowledge that, at SJB, the grant is used to create equality of opportunity and to negate the complexity of challenge that socio-economic disadvantage might create. 44% of SJB community is eligible for the Pupil Premium Grant and the IDACI indicators of 2024 demonstrate that 42.3% of our children are in the top 10% most deprived in the country. It is our intention that every single child in our community can meet their 'God'-given potential. We allocate the pupil premium grant strategically to teaching, targeted teaching and wider structures and systems that create equality of opportunity to our safe, supportive and academically rich learning environment. In our strategy document, we outline the actions we will take to mitigate many known effects of state-defined disadvantage. By using Pupil Premium Funding to form an effective welfare structure at SJB, we can ensure that children's primary needs are best met in order that they can access our academic offer, making rapid progress from their starting points, especially in Early Reading. Our ambition here is to teach excellently, securing annually increasing attainment indicators so as to demonstrate that the children of SJB are learning, meeting their potential due to an ambitious and rigorous curriculum.

## Challenges

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

| Challenge number | Detail of challenge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1                | <b>Oracy</b><br>Assessments, observations and discussions with pupils indicate speech and language challenges across both key stages but particularly EYFS and KS1, they indicate delay in development of language acquisition, understanding and application. Children's vulnerabilities can be enhanced through their inability to communicate.                                                                                                                                                         |
| 2                | <b>Attendance</b><br>Not all families prioritise school attendance and therefore children's safety cannot be ensured, development is delayed and academic achievement impeded. Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 19% lower than for non-disadvantaged pupils. Some children require an extended school day in order to provide access to social interaction, food and play opportunities.                                   |
| 3                | <b>Maths</b><br>Internal and external assessments indicate that maths attainment among some disadvantaged pupils is significantly below that of non-disadvantaged pupils especially in KS2.                                                                                                                                                                                                                                                                                                               |
| 4                | <b>English</b><br>Internal assessments and external assessments (2025) indicate that reading and writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils.                                                                                                                                                                                                                                                                                                                 |
| 5                | <b>Wellbeing</b><br>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils is lower than their peers. This has resulted in lower attendance and therefore significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths and writing                                                                                                                                                           |
| 6                | <b>SEMH</b><br>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. Not all families might be able to provide opportunities for play or physical exertion and as such, some children's physical development are lower and there is a need for sporting opportunities. Some children's SEMH profile inhibits their ability to access the academic curriculum successfully and they are more likely to make limited success. |
| 7                | <b>Extra-curricular</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

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|  | Many families cannot afford specialist instructors for children and as such sporting, musical or artistic potential may go unidentified. |
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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                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Improved oral language skills and vocabulary among disadvantaged pupils.                                       | Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.                                                                                                                                                                                                                        |
| Improved reading attainment among disadvantaged pupils.                                                        | KS2 reading outcomes in 2027/28 show that more than 75% of disadvantaged pupils met the expected standard.                                                                                                                                                                                                                                                                                                                                                                       |
| Improved maths attainment for disadvantaged pupils at the end of KS2.                                          | KS2 maths outcomes in 2027/28 show that more than 75% of disadvantaged pupils met the expected standard.                                                                                                                                                                                                                                                                                                                                                                         |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing by 2027/28 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant reduction in bullying</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>                                                                                                 |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.              | Sustained high attendance by 2027/28 demonstrated by: <ul style="list-style-type: none"> <li>• the overall unauthorised absence rate for all pupils being no more than 3.7%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 50%.</li> <li>• the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 15% lower than their peers.</li> </ul> |

## 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: £ 109,355

| Activity                                                                                                                                                                                                                                                                                                                                                                                                          | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Challenge number(s) addressed |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <p><b>SENDCo</b></p> <p>To work with staff to ensure that all needs are identified early, that appropriate interventions are in place and that progress is monitored.</p> <p><b>Learning Mentor/Welfare Support officer</b></p> <p>To provide targeted support for children with emotional / social needs that affect their learning; to monitor and support families with attendance and punctuality issues.</p> | <p>Targeted tuition at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p><a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a></p> <p>There is extensive evidence associating childhood social and emotional skills with Improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers).</p> <p><a href="#">EEF Social and Emotional Learning</a></p> <p>(<a href="http://educationalendowmentfoundation.org.uk">educationalendowmentfoundation.org.uk</a>)</p> | All                           |
| <p>Employment and training of Teaching Assistants (TAs) in each class to provide in class group support and interventions for targeted PP children. Additional TAs in classes with high PP children needing additional support.</p>                                                                                                                                                                               | <p>Targeted tuition at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p><a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a></p>                                                                                                                                                                                                                                                                                                                                                                                                     | All                           |
| <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training)</p>                                                                                                                                             | <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">.Maths Guidance KS1 and KS2</a> (<a href="http://publishing.service.gov.uk">publishing.service.gov.uk</a>)</p>                                                                                                                                                                                                                                                                                                                    | 3                             |

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

Budgeted cost: £ 18,302

| Activity                                                                                                                                                                                                                                                                      | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                        | Challenge number(s) addressed |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Training for all teaching assistants to deliver a programme to improve listening, comprehension and vocabulary skills for disadvantaged pupils who have relatively low spoken language and reading skills. School start in reception, BPR KS1 and Inference training KS2, FFT | Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:<br><br><a href="https://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>                  | 1,4                           |
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.                                                                                                         | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:<br><br><a href="#">Phonics   Teaching and Learning Toolkit   EEF</a>               | 1,4                           |
| Early morning small group support for English and Maths skills of identified pupils not making expected progress.                                                                                                                                                             | <br><br><a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a>                                                                                                                                                                                                                                                                           | 1,3,4                         |
| Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.                                                               | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: And in small groups:<br><br>One to one tuition   EEF (educationendowmentfoundation.org.uk) And in small groups:<br><br><a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a> | 1,3,4                         |

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

Budgeted cost: £ 12,524

| Activity                                                                                                                                                                                                                                                              | Evidence that supports this approach                                                                                                                                                                                                                                               | Challenge number(s) addressed |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.                                                                                                          | Both targeted interventions and universal approaches can have positive overall effects:<br><a href="#">Behaviour interventions   Teaching and Learning Toolkit   EEF</a>                                                                                                           | 2,5,6                         |
| Social and emotional learning for identified disadvantaged pupils in 1:1 or small group sessions with the learning mentor.                                                                                                                                            | There is extensive evidence associating childhood social and emotional skills with Improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers).<br><br><a href="#">EEF Social and Emotional Learning</a> | 5,6                           |
| Embedding principles of good practice set out in the DfE's Improving School Attendance advice.<br><br>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance. | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.                                                                                                                                            | 2                             |
| To support disadvantage pupils to access all clubs, trips, uniform, milk for wellbeing and levelling up.                                                                                                                                                              |                                                                                                                                                                                                                                                                                    | 2,5,6                         |
| Children to attend yoga sessions to promote less anxiety and better wellbeing                                                                                                                                                                                         | Both targeted interventions can have positive overall effects:<br><a href="#">Behaviour interventions/ EEF (educationendowmentfoundation.or.uk)</a>                                                                                                                                | 2,5,6                         |

|                                    |                                                                                                                                                                                                |     |
|------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| Contingency fund for acute issues. | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. | All |
|------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|

**Total budgeted cost: £140180**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

The tutoring in small groups, has had a positive impact on disadvantaged children's progress and attainment.

We assess children's levels before and after interventions after 6 week blocks and check to see if they are having a significant impact before adapting or changing the intervention. Our assessments and observations indicated that pupil behaviour, wellbeing and mental health have been significantly impacted since COVID. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

SEMH needs were addressed across the school but with particular attention paid to the effects on disadvantaged pupils. Support for individual and groups were planned and adults allocated to these individuals. Accelerating the progress of disadvantaged children was monitored through standardised assessments in Maths, Reading and SPAG showing progress in a RAG rated system. We then used our pupil progress meetings to identify those not making the expected progress, with particular attention being placed on disadvantaged children. We have equalised the access to enrichment activities so that no children feel disadvantaged in accessing activities. This saw several children joining after school clubs, breakfast club and activity days paid for by the school.

School absences increased from Sept 2024 to July 2025 for non-disadvantaged was 94% and 90% for disadvantaged children. The whole school attendance percentage was 92%. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

| Programme     | Provider     |
|---------------|--------------|
| Yoga for SEMH | Emma Charvet |
|               |              |

## Further information

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- Taking part in the oracy project, run by the EEF and Durrington research school, to improve circumstances and outcomes for disadvantaged children in our area.
- utilising a DfE grant to train a senior mental health lead. The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected

. We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.