

Pupil premium strategy statement Sept 2024-July 2025

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St John The Evangelist RC Primary School
Number of pupils in school	175
Proportion (%) of pupil premium eligible pupils	18% (32/175)
Academic year/years that our current pupil premium strategy plan covers	Sept 2024-July 2025
Date this statement was published	Nov 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Mrs L. Jackson Headteacher
Pupil premium lead	Mrs A. Rate Deputy Headteacher
Governor lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£50,830 FSM - £45,880 Post-LAC - £2570 Service - £2380
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils. The actions we have outlined in this statement is intended to support all pupils needs, regardless of whether they are disadvantaged or not.

Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. We want to equip pupils with key skills to move them through the reading, writing and maths curriculum towards becoming competent and fluent learners. We want to enhance vocabulary through high quality discussion and rich language.

We want to address SEMH concerns and will provide pastoral support for pupils and will work with families to support school attendance so that all children are able to engage with the full learning experience at St John's.

We will ensure disadvantaged pupils are challenged in the work that they're set, act early to intervene at the point need is identified, adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of achievement.

Challenges

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

Challenge number	Detail of challenge	
1	Lower attainment in combined Reading, Writing and Maths for some disadvantaged children from Reception to Year 6.	
2	Overall pupil premium children as a group have lower attendance than non-disadvantaged pupils (Sept 23-July 24 Y2-Y6).	
	Pupil Premium children	9.2% absence
	Non-disadvantaged children	3.6% absence
3	47% of disadvantaged children have been identified as having challenging home circumstances.	
4	28% of disadvantaged children have been identified as having social, emotional and mental health needs, with a focus on wellbeing.	
5	34% of disadvantaged pupils are in the current Year 6 class.	

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 reading, writing and maths attainment among disadvantaged pupils at the higher standard.	KS2 combined RWM outcomes at the higher standard in 2024/25 show that 45% of disadvantaged pupils met the expected standard (5/11).
Improved attendance amongst disadvantaged pupils.	End of year attendance figures 2024/25 show that attendance of Pupil Premium children that have been highlighted as persistent absentees during 23/24, will improve by a minimum of 10% or be at National Average by the end of the year.
To provide early intervention and targeted support to address any SEMH needs amongst disadvantaged pupils, with a focus on wellbeing and family support.	Records of support demonstrate the robust systems in place to support pastoral needs amongst disadvantaged pupils.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of “Pathways to Write” from Reception-Y6 and “Pathways to Spell” from Y3 – Y6 to equip pupils with key skills to move them through the writing process towards becoming competent and fluent writers. We want to develop vocabulary, reading and writing skills through a mastery approach. Training for staff to ensure consistency and progression.	Raising Literacy attainment by teaching reading comprehension strategies through modelling and supportive practices. EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf (d2tic4wvo1iusb.cloudfront.net)	1
Further material to support assessment of the curriculum (including analysis of attendance) through Insight.	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embedding-formative-assessment	1

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

Budgeted cost: £ 29,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions to support language	Interventions to support pupil’s gaps in knowledge, support sticky	1

development, English and Maths.	knowledge and additional practice to apply skills. <u>Teaching Assistant Interventions Toolkit Strand Education Endowment Foundation</u>	
1:1 support for disadvantaged pupils who require an additional adult to access the curriculum.	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 <u>Phonics Toolkit Strand Education Endowment Foundation EEF</u>	1

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

Budgeted cost: £ £17,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting essential educational experiences (e.g. outdoor pursuits residential/cultural capital) for disadvantaged pupils.	To ensure that no child gets left behind; bridging the gap.	3 and 4
Continued support of a behavior and wellbeing lead to work with disadvantaged pupils through Blooms Wellbeing.	Good mental health and wellbeing are imperative to children being able to thrive academically. <u>Social and Emotional Learning Schools Guidance Education Endowment Foundation</u>	3 and 4
Embedding statutory guidance set out in the DfE 'Working together to improve school attendance' DSL training.	This will involve training and non-teaching time for Senior Leaders to develop and implement new procedures which will identify and tackle attendance issues in a number of disadvantaged families.	2

<p>Monthly pupil attendance meetings. Updated Attendance policy. Appointing an attendance champion. Attendance awards Communicate attendance with parents. Early Help.</p>	<p><u>Attendance Evidence Review Education Endowment Foundation</u></p>	
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Total budgeted cost: £ 51,750

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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