



St John the Evangelist RC Primary School

Pupil Premium Strategy 2025/2026

School overview

Detail	Data
Number of pupils in school	161
Proportion (%) of pupil premium eligible pupils	18%
Academic year that our current pupil premium strategy plan covers	2025/2026
Date this statement was published	12.12.2025
Date on which it will be reviewed	17.7.2026
Statement authorised by	Mrs L. Jackson
Pupil premium lead	Mrs L. Jackson
Governor / Trustee lead	Mrs A. Cowen

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45635
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£45635

Statement of intent

Ultimate objectives for disadvantaged pupils

- Ensure every disadvantaged child at St John the Evangelist (29 pupils this year; total Pupil Premium funding £45,635) has full access to the high-quality curriculum, attends school regularly, develops secure reading and numeracy skills, and is socially and emotionally ready to learn so that gaps in attainment and personal development close rapidly.
- Increase rates of progress so disadvantaged pupils reach at least age-expected attainment in Reading, Writing and Maths and that more access Greater Depth by the end of each key stage, particularly KS2 combined R,W,M.
- Build pupils' independence, resilience and readiness for next stages of education in line with our Catholic vision and school values: Welcoming, Kind, Focused, Loving, Resilient, Respectful.

How this strategy works towards those objectives

- We use the DfE Menu of Approaches (Tier 1 High-Quality Teaching; Tier 2 Targeted Academic Support; Tier 3 Wider Strategies) and prioritise evidence-backed approaches identified by the Education Endowment Foundation (EEF).
- We invest in high-quality classroom teaching and curriculum clarity (Tier 1), targeted small-group/one-to-one tuition and structured interventions where needed (Tier 2), and attendance, behaviour and parental-engagement measures (Tier 3).
- We ensure interventions supplement — not replace — teacher-led classroom teaching and explicitly link intervention work to classroom learning (per EEF guidance on TA deployment and tuition).

Key principles

- Evidence-led: interventions and deployment choices are grounded in high-quality research (EEF guidance and toolkits).
- Supplement not substitute: targeted support must add to pupils' classroom access to the class teacher, not reduce it (particularly for pupils with SEND).
- Structured, monitored delivery: interventions are time-bounded, structured, and monitored for fidelity and impact.
- Whole-school alignment: pastoral, curriculum and assessment work are coordinated with Pupil Premium activity and underpin our Catholic mission and values.
- Proportionate use of Pupil Premium: funding is targeted where it will most effectively reduce disadvantage (attendance, teaching, targeted support, family engagement).
- Continuous review: SLT, SENCo and governors review impact termly and revise actions as needed.

(We follow the EEF Menu of Approaches as the organising framework for actions and the evidence cited below is primarily from the Education Endowment Foundation guidance and toolkits. Evidence links are included in the Activity section.)

Challenges

Challenge number	Detail of challenge
1	Persistent or irregular school attendance for a minority of disadvantaged pupils which limits access to high-quality teaching and pastoral support (Barrier: School attendance).
2	Some disadvantaged pupils have low prior attainment and need targeted academic interventions and high-quality teaching; current TA deployment requires strategic redesign to maximise impact (Barrier: Low ability and needing TA interventions).
3	Behavioural needs for a small number of pupils which interrupt learning and reduce time on task (Barrier: Behaviour).
4	Family issues (e.g., home stressors, limited routines, occasional instability) that affect readiness to learn and attendance (Barrier: Family issues).
5	Limited parental/carer communication and engagement with school learning (Barrier: Parent/carer communication) — affects homework support, attendance follow-up and engagement with interventions.

Intended outcomes

Intended outcome	Success criteria
Improved attendance for disadvantaged pupils so they access teaching and school life	<ul style="list-style-type: none"> - Reduce persistent absence among PP pupils termly; increase average attendance for PP pupils to match or exceed school average (which is already consistently above national). - Fewer missed days: report shows reduction in days missed per PP pupil termly. (See monitoring data each term.)
Increased attainment and progress in Reading and Maths for disadvantaged pupils	<ul style="list-style-type: none"> - Disadvantaged pupils make expected or better progress each year; by end of KS2 proportions achieving expected combined R,W,M rise year-on-year and gap to national narrows. - Targeted pupils involved in structured interventions show measurable improvement on programme assessments (baseline → post intervention).
More effective TA deployment delivering structured interventions and supporting classroom teaching	<ul style="list-style-type: none"> - TAs trained in structured interventions and supported by teachers; intervention fidelity checklists show consistent delivery. - Intervention pupils do not lose teacher contact time; evidence of planned rotation or timetable guaranteeing equal teacher access.
Improved behaviour and social-emotional skills for targeted pupils	<ul style="list-style-type: none"> - Reduction in number of behaviour incidents recorded for targeted PP pupils termly. - SEL assessments / behaviour scales show improved regulation and participation.

Stronger home–school partnerships and increased parental engagement with learning	<ul style="list-style-type: none"> - Higher rates of parental attendance at targeted meetings. - Parent surveys show increased understanding of how to support learning; evidenced by greater completion of home activities where appropriate.
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Activity in this academic year

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole-school CPD on explicit arithmetic teaching (weekly arithmetic lessons Y1–Y6) and formative assessment for Maths; modelled by Y5/Y6 practice. (Tier 1)	EEF: High-quality teaching and curriculum implementation are the most important levers for improving outcomes; see EEF guidance on effective implementation and importance of curriculum and pedagogy EEF – A School’s Guide to Implementation and Teaching and Learning Toolkit (high-quality teaching). (Implementation guidance and Teaching & Learning Toolkit are available on EEF). EEF – A School’s Guide to Implementation	2
Phonics accuracy and early reading fidelity training for Reception–KS1 staff, including targeted support to ensure pure phoneme articulation and rapid addressing of misconceptions (Tier 1)	EEF guidance emphasises fidelity in phonics teaching and the need to address misconceptions promptly for slower readers (EEF phonics guidance and Teaching and Learning Toolkit on Early Literacy). See EEF guidance on reading/phonics and the importance of staff training. EEF – Teaching Early Literacy & Phonics guidance pages (see associated guidance reports).	2
Senior leader time to audit TA deployment and introduce teacher–TA liaison routines (e.g., weekly phonics meetings)	EEF guidance "Making Best Use of Teaching Assistants" and Deployment of Teaching Assistants guidance show benefits from defined TA roles, planned liaison and strategic deployment rather than ad hoc support. EEF – Making Best Use of Teaching Assistants (guidance)	2
Recruitment/retention: use Pupil Premium funds	EEF identifies professional development and preparation for staff as core to	2

to guarantee HT-led release time for TA CPD and to cover small amounts of TA training costs (Tier 1)	successful TA deployment and interventions; training increases impact when it supports structured interventions (EEF TA guidance). EEF – Teaching Assistant Interventions	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £12,000 + £6,000 = £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured short-term small group tuition in Reading and Maths (30-40 minutes, 3–5x/week, 8–12 weeks), delivered by trained TA or teacher, explicitly linked to classroom learning and curriculum (Tier 2)	EEF: One-to-one and small group tuition is effective; short, regular sessions linked to classroom teaching produce optimum impact. EEF – One to One Tuition and EEF – Teaching Assistant Interventions	2
Adopt evidence-based early language and reading interventions for EY/KS1 (targeted support for boys with low language proficiency), delivered with fidelity (e.g., Nuffield Early Language Intervention or similar evidence-based programmes), with trained staff and clear timetabling. (Tier 2)	EEF lists NELI and other evidence-based programmes as successful examples when implemented with training, fidelity and teacher links. EEF – Teaching Assistant Interventions (programme examples and guidance)	2
Short-term targeted one-to-one tuition for pupils with large gaps (teacher-led where possible; else trained TA with clear link to class curriculum). Use school PPG to subsidise high-quality tutor blocks for highest-need PP pupils. (Tier 2)	EEF: One-to-one tuition can deliver approximately 5 months' additional progress on average and benefits disadvantaged pupils in particular when linked to classroom teaching. EEF – One to One Tuition	2
Structured phonics catch-up sessions for pupils behind in phonics	EEF: explicit, consistent phonics teaching and rapid correction of articulation/phoneme misconceptions is	2

accuracy with regular fidelity checks (Tier 2)	important for reading progress; structured catch-ups are effective when promptly delivered. EEF – Phonics/Reading guidance & Teaching and Learning Toolkit	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £6,500 + £3,500 + £6,000 + £1,635 = £17635

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance improvement package: personalised, empathetic parental communications (text / letters showing days missed), early targeted meetings to diagnose barriers, use of EEF attendance reflection tool and responsive plans (Tier 3)	EEF Rapid Evidence Assessment of Attendance Interventions recommends a tailored approach, highlights parental communication and targeted, responsive approaches as promising. EEF – Attendance Interventions Rapid Evidence Assessment ; EEF blog and tools on supporting attendance. EEF – Supporting School Attendance resources	1,4 & 5
Breakfast club / healthy food provision targeted at PP pupils (use existing wraparound onsite breakfast provision to prioritise PP pupils where appropriate) and promotion of healthy eating as part of Personal Development priority (Tier 3)	EEF attendance review finds some promise in targeted meal provision; provision can reduce barriers to engagement for disadvantaged pupils. EEF – Attendance Interventions Rapid Evidence Assessment	1,4
Social and Emotional Learning (SEL) programme and small-group pastoral work (explicit teaching of SEL, nurture support and 1:1 mentoring where needed) with structured monitoring (Tier 3)	EEF guidance "Improving Social and Emotional Learning in Primary Schools" shows SEL can improve behaviour and attainment (average +4 months) when implemented and monitored carefully. EEF – Improving Social and Emotional Learning in Primary Schools (guidance report)	3
Targeted family support / early meetings for families with multiple barriers: short family-support plans, signposting to local services, and use of targeted parental	EEF parental engagement evidence shows parental communication and tailored support can have positive effects; Working with Parents guidance offers practical recommendations. EEF – Parental Engagement (Toolkit) and EEF – Working with Parents to Support Children’s Learning (guidance)	4,5

engagement strategies (Tier 3)		
Parent-facing micro-communications in newsletters linked to learning (weekly text: "This week in class — one question to ask your child" + simple activity), plus targeted workshops for parents of PP pupils (Tier 3)	EEF: simple, tailored communications (including text prompting) can increase parental engagement cost-effectively. EEF – Working with Parents guidance & Parental engagement toolkit	5
Use of extracurricular enrichment prioritised for PP pupils, funded by Pupil Premium where required — to boost engagement, belonging and attendance (Tier 3)	EEF attendance evidence and wider literature point to extra-curricular activities increasing engagement and sense of belonging, which can support attendance and SEL (though evidence on attendance is mixed; such activities can be part of a multi-component approach). EEF – Attendance Interventions Rapid Evidence Assessment	1,3

Total budgeted cost: £ 45635