

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 - 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 the Baptist Catholic Primary School
Number of pupils in school	202
Proportion (%) of pupil premium eligible pupils	12 pupils (5.9%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2025
Date this statement was published	September 2024
Date on which it will be reviewed	November 2024 May 2025
Statement authorised by	Mrs C Whatley
Pupil premium lead	Mrs C Whatley
Governor lead	Mr M Zarb-Piscopo

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17,760
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	£17,760

Part A: Pupil premium strategy plan

Statement of intent

- To ensure high quality teaching and learning for all at St John the Baptist Catholic Primary School resulting in at least good progress for all pupils.
- To ensure the individual learning needs of each child are met
- To ensure senior leaders set high expectations and hold staff to account for raising attainment

Challenges

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

Challenge number	Detail of challenge
1	Increased gaps in attainment were identified by senior leaders within the writing outcomes with attainment for 23/24, although in-line with national outcomes, below that of reading and maths for SJB pupils.
2	The year groups 4, 5 & 6 have been disproportionately impacted compared to other year groups by a disrupted education since March 2020. Within these cohorts, children with English as an Additional language and those with more than one vulnerability have lower outcomes.
3	Increase in mental health and wellbeing concerns with more pupils accessing ELSA and requests for referral to CAMHS.

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
All staff have regular internal and external opportunities to moderate writing evidence and expectations which impacts on pupil outcomes. SLT have release time to provide coaching and monitoring to support teaching and learning.	Progress in Writing: Achieve above national average attainment outcomes in KS2 Writing. Evidence of children moving through robust learning journeys which incorporate vocabulary extension, cohesion and publishing. All cohorts meet ambitious end-of-year targets to place the cohort in a strong position to achieve above the national writing outcomes at the end of KS2.

All KS1 children continue to receive high quality phonics teaching and accelerated progress.	Maintain 90%+ pass rate for PSC across Year 1 and Year 2.
Reduce gap between disadvantage and non-disadvantage pupils in Y4 – Y6	FSM: move from 40% to 75% RWM EXS+ EAL: move from 70% to 85% RWM EXS+ Attendance of disadvantaged pupils comparable to non-disadvantaged pupils.

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: £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure all staff have regular internal and external opportunities to moderate writing evidence and expectations. SLT release time to provide coaching and monitoring.</p>	<p>Target teaching and support by accurately assessing pupil needs</p> <p><i>High-quality assessment and diagnosis should be used to target and adapt teaching to pupils' needs.</i></p> <p><i>Rapid provision of support is important, but it is critical to ensure it is the right support. Diagnostic assessment can be used to inform professional judgement about the best next steps.</i></p> <p>Use high-quality information about pupils' current capabilities to select the best next steps for teaching</p> <p><i>Collect high quality, up-to-date information about pupil's current capabilities, and adapt teaching accordingly to focus on exactly what each pupil needs to progress.</i></p> <p>EEF: https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-1/ https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-2/</p>	<p>1</p>
<p>Use published programmes to identify, track and close gaps in learning: Spelling Shed, Accelerated Reading and Kinetic Letter</p>	<p>Support pupils to develop fluent reading capabilities</p> <p><i>Fluent reading supports comprehension because pupils' cognitive resources can be redirected from focusing on word recognition to comprehending the text</i></p> <p>Develop pupils' transcription and sentence construction skills through extensive practice</p> <p><i>Monitor pupils' handwriting to ensure accurate letter formation habits, providing effective feedback to promote efficient and fluent handwriting.</i></p> <p><i>Explicitly teach spellings and provide pupils with extensive opportunities to practice them.</i></p> <p>Target teaching and support by accurately assessing pupil needs</p> <p><i>Use high quality assessment and diagnosis to target and adapt teaching to pupils' needs.</i></p> <p><i>Diagnostic assessment can be used to inform professional judgement about the best next steps; it also makes teaching more efficient by ensuring that effort is not wasted on rehearsing skills or content that a pupil already knows well.</i></p>	

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	
Review writing journeys to address gaps caused by school closures and engage in termly opportunities for internal and external moderation activities. SLT release time to provide coaching and monitoring.	<p>Teach writing composition strategies through modelling and supported practice</p> <p><i>Purpose and audience are central to effective writing. Pupils need to have a reason to write and someone to write for. Writing can be thought of as a process made up of seven components: planning; drafting; sharing; evaluating; revising; editing; and publishing.</i></p> <p>Develop pupils' transcription and sentence construction skills through extensive practice</p> <p><i>A fluent writing style supports composition because pupils' cognitive resources are freed from focusing on handwriting, spelling, and sentence construction and can be redirected towards writing composition.</i></p> <p>EEF: https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-2/</p>	1
New staff to receive phonics CPD. SLT release time to provide coaching and monitoring.	<p>Effectively implement a systematic phonics programme</p> <p>Training—ensure all staff have the necessary pedagogical skills and content knowledge</p> <p>Responsive—check if learning can be accelerated or extra support is needed and identify specific capabilities and difficulties to focus teaching.</p> <p>Engaging—lessons engage pupils and are enjoyable to teach.</p> <p>Adaptations—carefully consider any adaptations to the programme, as they may influence its impact.</p> <p>Focus—a responsive approach to grouping pupils is likely to help focus effort and improve teaching efficiency.</p> <p>EEF: https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-1/</p>	2

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

Budgeted cost: £5760

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional support staff employed to deliver evidence-	<p>Use TAs to add value to what teachers do, not replace them</p> <p><i>School leaders should develop effective teams of teachers and TAs, who understand their complementary roles in the classroom.</i></p>	1, 2, 3

based interventions across reading, writing and mathematics.	<p>Use TAs to deliver high quality one-to-one and small group support using structured interventions</p> <p><i>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3).</i></p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintain the Thrive practitioner's qualifications and one SLT Thrive ambassador. Monitor cohort and individual assessments and support strategies to improve wellbeing. New staff to access the online training to familiarise themselves with Thrive's approach.	<p>Reinforce SEL skills through whole-school ethos and activities</p> <p><i>Establish school wide norms, expectations and routines that support children's social and emotional development.</i></p> <p><i>Actively engage with parents to reinforce skills in the home environment.</i></p> <p>Plan, support, and monitor SEL implementation</p> <p><i>Establish a shared vision for SEL: ensure it is connected to rather than competing with other school priorities.</i></p> <p><i>Provide training and support to all school staff, covering: readiness for change; development of skills and knowledge; and support for embedding change.</i></p> <p>EEF: https://educationendowmentfoundation.org.uk/tools/guidance-reports/social-and-emotional-learning/</p>	3
Drive positive behaviours and learning with pupil and teacher engagement with Marvellous Me. Improve community engagement with positive messages about learning	<p>Build a Culture of Community and Belonging for children:</p> <p><i>Be inclusive by design, promoting positive relationships and attitudes</i></p> <p><i>Promote positive relationships and active engagement for all pupils</i></p> <p><i>Adopt a positive and proactive approach to behaviour for learning</i></p> <p>Communicate Effectively with families</p> <p><i>Consider the relationships between schools and families</i></p> <p><i>Critically review current practice</i></p> <p><i>Make communications personalised and positive</i></p>	3

and attainment through Marvellous Me		
Support new YR parents to engage with EFF trial “Tips by Text”: 3 texts per week designed to improve 4 – 5 year olds’ literacy, language, numeracy and social and emotional skills	<p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/tipsbytext</p> <p>Build a Culture of Community and Belonging for children:</p> <p><i>Be inclusive by design, promoting positive relationships and attitudes</i></p> <p><i>Promote positive relationships and active engagement for all pupils</i></p> <p><i>Adopt a positive and proactive approach to behaviour for learning</i></p> <p>Communicate Effectively with families</p> <p><i>Consider the relationships between schools and families</i></p> <p><i>Critically review current practice</i></p> <p><i>Make communications personalised and positive</i></p>	3
Engage with and complete the PAWS animal-assisted education training programme. Bailey, the school dog, to successfully qualify as a PAWS dog. Allocated release-time for handlers to deliver animal-assisted education activities to identified pupils.	<ul style="list-style-type: none"> • dog-assisted interventions can reduce stress levels in school children with effects lasting over the school term. • Children in mainstream schools showed significant increases in stress hormones in the control group, while children in the dog intervention showed no such increase in stress hormone by the end of the school term having undergone either individual or group interventions with a dog. • Children with SEN benefitted most from group interventions with a dog • Group interventions work either as well as individual interventions (mainstream cohort) or can be more suitable with SEN cohorts as far as stress reduction is concerned. • Overall, the current research shows convincing evidence of lower stress in school children due to a dog intervention and this may help change public understanding, provide a basis for changes in educational practice, including public policy change and enhance the health and wellbeing of children while providing safe and welfare-oriented interventions. <p>Lincoln University research paper, June 2022</p> <ul style="list-style-type: none"> • the useful impact on children and young people’s social and emotional well-being from the introduction of a school dog was apparent • The introduction of a school dog provides support for children and young people when expressing themselves. A questionnaire respondent comments on how ‘seeing a student open up to the dog when in crisis is phenomenal, there’s no way to create that with a human’ 	3

	<ul style="list-style-type: none">• School staff are uniquely placed to build trust with their children and young people, with the support of a dog this may be enhanced.• Dogs can reduce the amount of stress we are experiencing.• School dogs also strengthen the school climate. This is an important contribution, as a sense of belonging and connectivity in school can have an impact on social and emotional development and in turn academic success (Neely, Walton and Stephens, 2015).• this study illustrates the potential for pupils to overcome their fears by interacting with the school dog• this study illustrate a positive impact on pupils with autism <p>University of Cumbria, 2019</p>	
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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 2023 to 2024 academic year.

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
Online CPD: Conceptual and Procedural Variation	White Rose Maths
Stormbreak Surge Programme	Stormbreak
Small-Steps Planning and CPD – Mathematics, Reading, Writing	Hampshire Inspector and Advisory Service
Thrive	Thrive

Further information

Review: last year's outcomes (2023/2024)

Disadvantaged pupils in end of KS2 data – x1 No published progress data due to global pandemic 2020/2021

Aim	Outcome
Progress in Reading and Writing	<p>Progress in Reading from Y1 – Y6: 91% disadvantaged pupils making at least good progress.</p> <p>Progress in Writing from Y1 – Y6 at least good: 82% disadvantaged pupils making at least good progress.</p>
Progress in Mathematics	Progress from Y1 – Y6: 91% disadvantaged pupils making at least good progress.
Phonics	<p>Phonics attainment (97% year 1 and 100% Year 2)</p> <p>National: 80% SJB 3-year average end of KS1: 92.2%</p> <p>New staff received phonics CPD to ensure continued high attainment and progress for all children. Phonics Lead role has been created as independent of English Lead.</p>
Other	<p>Attendance increased from 95% (21/22) to 95.9% (whole school)</p> <p>SJB: 4.1% (-0.1% on 22/23) Regional: 4.6% National: 5.2%</p> <p>Absence rates for disadvantaged pupils:</p> <p>SJB: 5.8% National: 7.5%</p>