

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	211
Proportion (%) of pupil premium eligible pupils	14 pupils (6.6%)
Academic year/years that our current pupil premium strategy plan covers	2025 - 2026
Date this statement was published	October 2025
Date on which it will be reviewed	January 2026 July 2026
Statement authorised by	Mrs C Whatley
Pupil premium lead	Mrs C Whatley
Governor lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21,210
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£21,210

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	End of KS2 outcomes for pupil premium pupils in reading were broadly in line with the Hampshire average, though below the national average in contrast to reading outcomes for all pupils which remain above the local and national trends.
2	Writing outcomes by the end of KS2 have fallen for three consecutive years and dipped below national in 24/25 for all vulnerable groups.
3	Continued high numbers of children with 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
Pupil premium children will make accelerated progress in reading so that the proportion achieving the expected standard is at least in line with Hampshire and national averages. Pupils will read more widely and frequently, be exposed to a greater range of challenging texts, and develop stronger vocabulary and comprehension skills.	The percentage of pupil premium children achieving the expected standard in reading meets or exceeds Hampshire and national averages. All pupil premium children are reading a greater number of books and words each term, as tracked through AR Pupil premium children are regularly exposed to high-quality, challenging texts in class and through targeted interventions – development of class library Progress of pupil premium children in reading is closely tracked, with timely

	interventions in place for those at risk of falling behind.
To raise writing outcomes at the end of Key Stage 2 so that they meet or exceed national and local expectations. This will be achieved by improving pupils' spelling accuracy through the implementation of a new spelling scheme, developing legible and automatic handwriting via a new handwriting programme, and ensuring pupils can write cohesively through revised learning journeys that emphasise modelling and scaffolding.	<p>The percentage of pupils achieving the expected standard in writing at the end of KS2 is at least in line with, or above, national and local averages.</p> <p>Pupils demonstrate improved spelling accuracy in independent writing, as evidenced by regular assessments and writing moderation.</p> <p>Handwriting across the cohort is consistently legible, with automaticity in letter formation, as observed in writing books and handwriting samples.</p> <p>Pupils' writing shows increased cohesion, structure, and clarity, supported by evidence from learning walks, book scrutinies, and pupil voice.</p> <p>Monitoring shows that the new spelling and handwriting schemes, as well as the revised learning journeys, are being implemented consistently across all classes.</p>
To reduce the impact of anxiety on pupils' wellbeing and learning by providing timely and effective support through ELSA, CAMHS referrals, the use of a therapy dog, OPAL play, and a parent support group. The aim is to build pupils' emotional resilience, improve their engagement in school life, and strengthen partnerships with families.	<p>Pupils accessing ELSA support demonstrate improved emotional regulation and engagement, as evidenced by pre- and post-intervention assessments and pupil voice.</p> <p>Increased participation in OPAL play leads to more positive social interactions and reduced incidents of playground anxiety.</p> <p>The therapy dog is regularly used as part of targeted interventions, with positive feedback from pupils and staff.</p> <p>The parent support group is established and attended by families, with feedback indicating increased confidence in supporting children's emotional needs at home.</p> <p>Overall, school attendance and engagement improve for pupils previously identified as experiencing anxiety.</p>

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: £8000

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 own developed scheme of work to identify, track and close gaps in learning: Kinetic Letter (published), Spelling Together, Phonics Together</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

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional support staff employed to deliver evidence-based interventions across reading, writing and mathematics.	<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> <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>	1, 2, 3

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

Budgeted cost: £3210

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

<p>Maintain ELSA training and capacity. ELSAs to work alongside Mental Health lead and SENCO to provide the Parent Support Group</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>	<p>3</p>
<p>Drive positive behaviours and learning with pupil and teacher engagement with Juniper Education Parent APP Improve community engagement with positive messages about learning and attainment through Juniper Education Parent APP</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>	<p>3</p>
<p>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</p>	<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 	<p>3</p>

<p>identified pupils.</p>	<p>and enhance the health and wellbeing of children while providing safe and welfare-oriented interventions.</p> <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’ • 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>	
---------------------------	--	--

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

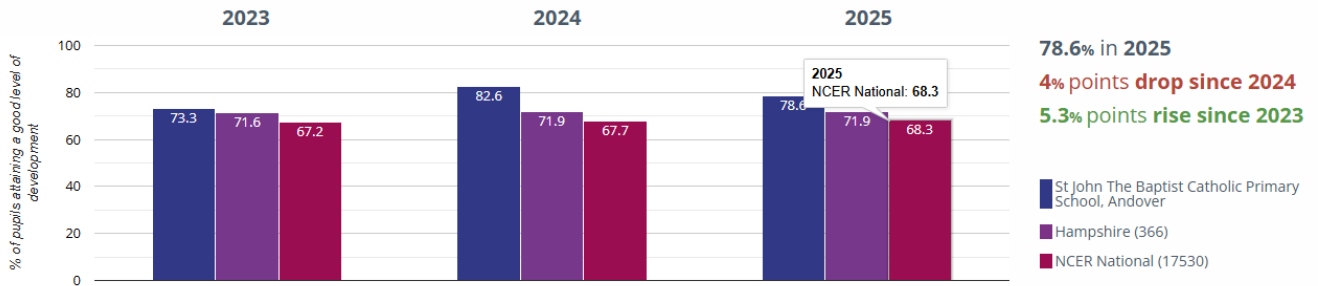
Programme	Provider
Spelling Shed	Spelling Shed
Kinetic Letters	Kinetic Letters
PAWS Therapy Dog	PAWS Therapy Dog
Accelerated Reader	Accelerated Reader
Thrive	Thrive
Marvellous Me	Juniper Education

Further information

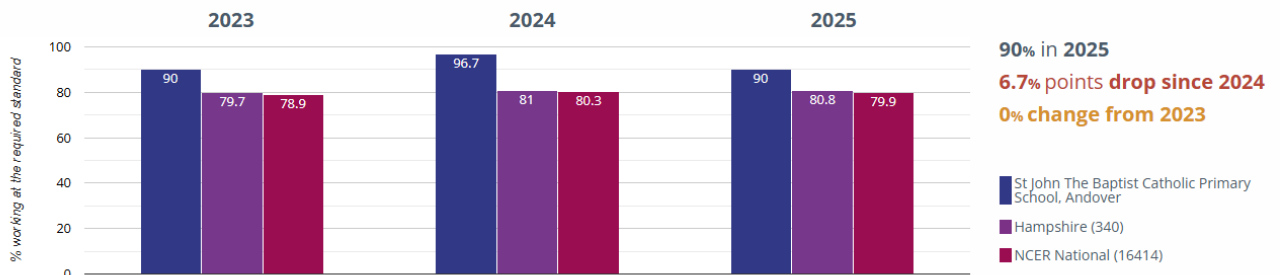
Review: last year's outcomes (2024/2025)

EYFS and KS1

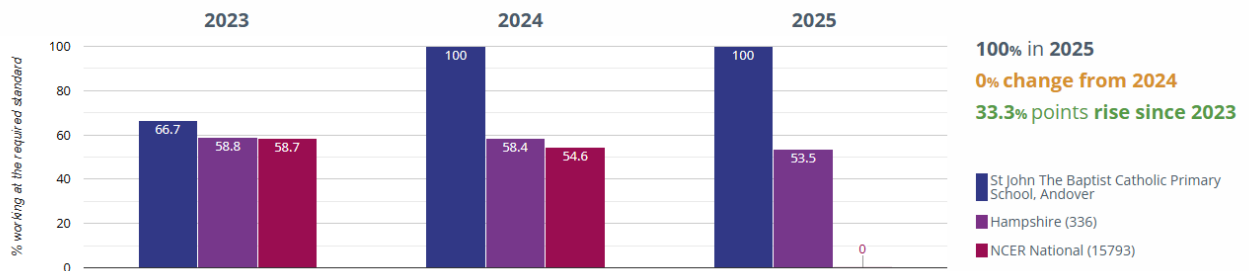
★ Good Level Of Development



🎧 Year 1: Working At



🎧 Year 2: Working At



KS2

CONTEXT	St John The Baptist Catholic Primary School, Andover (3418)		Local Authority - Hampshire			NCER National		
	Value	Cov.	Value	Gap	Cov.	Value	Gap	Cov.
Cohort	4	-	3,685	n/a	-	149,470	n/a	-
Sex (Male)	25.0%	100.0%	51.3%	-26.3%	100.0%	51.1%	-26.1%	100.0%
SEN Support	0.0%	100.0%	24.6%	-24.6%	100.0%	23.8%	-23.8%	100.0%
EHCP/Statement	0.0%	100.0%	12.4%	-12.4%	100.0%	9.1%	-9.1%	100.0%
Ethnicity (BME)	25.0%	100.0%	10.4%	+14.6%	100.0%	32.8%	-7.8%	100.0%
Language (EAL)	75.0%	100.0%	7.6%	+67.4%	100.0%	24.7%	+50.3%	100.0%
Disadvantaged	100.0%	100.0%	100.0%	0.0%	100.0%	100.0%	0.0%	100.0%

ATTAINMENT & ASSESSMENTS

Subject	Level	St John The Baptist Catholic Primary School, Andover (3418)		Local Authority - Hampshire		NCER National	
		Value	Gap	Value	Gap	Value	Gap
Reading (test), Writing (TA) & Maths (test)	≥EXS/Exp.Std.	50.0%	+9.1%	40.9%	+2.4%	47.6%	+2.4%
	GDS/High Score	0.0%	-2.3%	2.3%	-3.5%	3.5%	-3.5%
Reading	≥Exp.Std.	75.0%	+14.8%	60.2%	+11.6%	63.4%	+11.6%
	High Score	50.0%	+32.2%	17.8%	+28.6%	21.4%	+28.6%
Writing (TA)	≥EXS	100.0%	+46.3%	53.7%	+40.3%	59.7%	+40.3%
	GDS	25.0%	+20.1%	4.9%	+18.5%	6.5%	+18.5%
Maths (test)	≥Exp.Std.	75.0%	+18.5%	56.5%	+14.1%	60.9%	+14.1%
	High Score	0.0%	-11.6%	11.6%	-15.2%	15.2%	-15.2%