Pupil premium strategy statement – St John the Baptist Catholic Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	216
Proportion (%) of pupil premium eligible pupils	19 pupils (9%)
Academic year/years that our current pupil premium strategy plan covers	2026/2027
Date this statement was published	October 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Mrs C Whatley
Pupil premium lead	Mrs C Whatley
Governor lead	Mrs E Calleja

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21,700
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	**£21,700**

Part A: Pupil premium strategy plan

Statement of intent

At St John the Baptist's Catholic Primary School, we believe that every child is uniquely created and loved by God, with gifts and talents that deserve to be nurtured and celebrated. Guided by our mission and commitment to ensuring "academic excellence for all, for the sake of the dignity of the individual", we are determined that every pupil, regardless of background, circumstance or additional need, is supported to flourish and achieve their full potential.

Our Pupil Premium Strategy is designed to ensure that funding is used thoughtfully and effectively to remove barriers to learning and improve outcomes for disadvantaged pupils. High-quality teaching remains at the heart of our approach, alongside carefully targeted support where needed. We are proud of our inclusive ethos: children eligible for Pupil Premium are fully included in classroom learning alongside their peers and benefit from the same high expectations, ambitious curriculum and rich learning experiences as all children.

We closely track the progress and attainment of all pupils, with particular attention to those who are disadvantaged and/or have SEND, and provide timely support and intervention where needed to help every child succeed. This includes identifying and nurturing higher-attaining disadvantaged pupils so that they are challenged appropriately and encouraged to excel. Any additional support is carefully tailored to individual needs while ensuring children remain fully involved in the life of the classroom and wider school community.

We review pupil performance termly, analysing both attainment and progress to evaluate the impact of our provision and make any necessary adjustments. Through this ongoing cycle of review and improvement, we strive to ensure that every child is given the opportunity to thrive academically, socially and emotionally, and to become the very best version of themselves.

Challenges

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

Challenge number	Detail of challenge
1	The majority of the children at the school come in with low starting points, particularly in communication and language and literacy, this includes PP children.
2	Attendance at St John the Baptist's is consistently high, with whole-school attendance averaging 97%. This is above national averages and places the school within the top 10% of schools nationally (VYED).

	Nevertheless, attendance remains a priority within our Pupil Premium Strategy. Although attendance for PP pupils has improved significantly, rising from 92.2% (2022/23) to 96.0% (2025/2026), it remains below the whole-school average. Closing this gap remains a key focus to ensure all pupils can fully access the opportunities and support available.
3	Due to the small number of Pupil Premium pupils in each cohort, outcomes can be affected significantly by individual pupils and should be interpreted with caution. Despite this, three-year trends highlight areas for continued focus: Pupil Premium phonics outcomes are 1.1% below the national average, and KS2 mathematics outcomes are 1.7% below national. However, KS2 mathematics outcomes remain a strength, sitting 3.1% above the Hampshire average.
4	Our ongoing discussions with pupils and their families show that a significant number of families require additional pastoral intervention to support their emotional wellbeing.

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
Ensure those children that receive additional funding achieve as well as those who do not, in all year groups and in all subjects- particularly in phonics and mathematics (please note we have low numbers of PP children so statistics can be skewed.) 2025-26 Although progress for all children is good, attainment of some PP children is not as good as other children in the cohort (see below) although numbers are small e.g. KS2 Mathematics, Phonics outcomes	Pupil Premium pupils achieve outcomes in line with their peers across all subjects. Attainment and progress gaps, particularly in phonics and mathematics, are reduced over time. Pupil Premium pupils make at least good progress from their starting points. Phonics and KS2 mathematics outcomes for Pupil Premium pupils are at least in line with national averages. Termly monitoring demonstrates that additional funding is having a positive impact on pupil outcomes. Three-year trends show improving outcomes for Pupil Premium pupils, despite small cohort sizes.
To support pupils' wellbeing and attendance through strong pastoral care, ELSA support, OPAL play, our therapy dog, external agency involvement and close partnership with families, we aim to reduce the impact of anxiety, build emotional resilience and ensure pupils are engaged, attending well and ready to learn.	Attendance for Pupil Premium pupils continues to improve and the gap between Pupil Premium and whole-school attendance reduces over time. Pupil Premium attendance remains at or above 96%, with a long-term aim of matching the whole-school average. Persistent absence among Pupil Premium pupils is reduced through early identification and targeted support. Pupils identified as requiring pastoral, emotional wellbeing or mental health

	support access appropriate interventions in a timely manner. Pupil voice, staff observations and family feedback indicate improved emotional resilience, confidence and readiness to learn. Pupils receiving ELSA, therapy dog support, external agency support or other pastoral interventions demonstrate improved engagement in learning and school life. Families engage positively with school-led support and work in partnership with the school to address barriers to attendance, wellbeing and achievement. Termly monitoring demonstrates a positive impact of pastoral and wellbeing provision on pupils' attendance, engagement and overall school experience.

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: £10 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase fully decodable reading books for EYFS/Year 1 which align with our phonics scheme, Phonics Together.	£2275 We have further refined our own phonics scheme following a review by the English Hub of our early reading and phonic provision. Although we have a phonics banded wide variety of books to support children's early reading, having class sets directly linked to our phonics progression would improve the level of coherence between phonics teaching and reading practice. Improving Literacy at KS1	1, 3
Continue to provide training for the Maths Leader and whole staff to further develop the teaching of Maths across the school. Collaborate with the Solent Maths Hub to create and implement consistent Maths progressions.	Maths Lead and KS1 staff to receive regular CPD from the Solent Maths Hub and launch and engage with the Number Fluency Programme. All staff to engage with the NCETM Maths curriculum and progressions. Year R curriculum follows the Solent Maths Hub Number Fluency structure and Years 1/2 to have an additional fluency maths session each day. KS2 classes to have a focused number fluency lesson every week, following our fluency progression documents. Book looks, lesson observations, and pupil voice indicate high expectations for maths outcomes and greater pupil confidence in number fluency. School data shows improvement in Maths progress across key groups, including PP pupils. Improving Mathematics in the Early Years and KS1 Improving Mathematics in KS2 and KS3	1, 3

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

Budgeted cost: £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at pupils who require further phonics support in YR, Y1 and Y2.	This initiative proved successful last year, with all participating children making measurable progress. Support staff to lead Talk through Stories sessions in order to release teachers to deliver small group targeted phonics. Phonics Teaching and Learning Toolkit EEF	1, 3

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

Budgeted cost: £5700

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA sessions are appropriate and able to meet the increasing demands of support across the school.	Our trained ELSA programmes have continued to provide effective support for pupils requiring emotional and social intervention. These interventions have proven successful and will remain a key part of our provision with a particular focus on PP as needed. Social and Emotional Learning EEF	2, 4
Bailey, the school dog, to successfully reaccredit as a PAWS Animal-Assisted Education dog. Allocated release-time for handlers to deliver animal-assisted education activities to identified pupils.	• 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. **Lincoln University research paper, June 2022** • the useful impact on children and young people's social and emotional well-being from the introduction of a school dog was apparent	2, 4

	• 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 **University of Cumbria, 2019**	
To successfully maintain our Platinum OPAL status and continue to develop and enrich children's play opportunities.	Our OPAL play provision contributes to pupils' wellbeing, engagement and sense of belonging within school. This aligns with EEF attendance guidance, which highlights the importance of creating a positive school culture and fostering strong relationships, alongside DfE guidance that recognises attendance as closely linked to wellbeing and pupils feeling connected to school. Through high-quality play opportunities, we aim to improve pupils' enjoyment of school, emotional wellbeing and readiness to learn, thereby supporting strong attendance outcomes. Proven Benefits of the OPAL programme Working Together to Improve School Attendance	2, 4

Part B: Review of outcomes in the previous academic year (2025 – 2026)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2025 - 2026 academic year.

Attainment and Progress 2025-26												
	Attainment- at or above age-related expectation						**Progress- expected or more than expected progress (using the school's system)**					
	Reading disadv	**Reading (all)**	**Writing disadv**	**Writing (all)**	**Maths disadv**	**Maths (all)**	**Reading disadv**	**Reading (all)**	**Writing disdav**	**Writing (all)**	**Maths disdav**	**Maths (all)**
Year 1 **(PP- 2 children 1 SEND)**	50% (1/2)	85%	50% (1/2)	85%	50% (1/2)	89%	100% (2)	100%	100% (2)	93% (25/27)	100% (2)	96% (26/27)
1 PP child joined the school towards the end of the autumn term (Dec 2025). This child is working on the small steps curriculum (EAL, SEND, EHCP pending, CP) and an adapted timetable to target SEMH learning.												
Year 2 **(PP- 2 children- 1 SEND)** **Progress from EY**	50% (1/2)	87%	50% (1/2)	80%	50% (1/2)	83%	100% (2)	100%	100% (2)	97% (29/30)	100% (2)	97% (29/30)

1 PP child is also SEND with speech and language barriers. This child is accessing and making steady progress through the small steps targets for RWM.												
Year 3 **(PP- 2 children 1 SEND)**	100% (2/2)	96%	50% (1/2)	94%	50% (1/2)	94%	100%	100%	100%	100%	100%	100%
1 PP child is also SEND. This child was targeted to close the gap in reading this academic year; this target was met. This child has historically been a persistent absentee. They have been successfully targeted to improve attendance (22/23 = 82.3% to 25/26 = 92.9%).												
	Attainment- at or above age-related expectation						**Progress- expected or more than expected progress (using the school's system)**					
	Reading disadv	**Reading (all)**	**Writing disadv**	**Writing (all)**	**Maths disadv**	**Maths (all)**	**Reading disadv**	**Reading (all)**	**Writing disdav**	**Writing (all)**	**Maths disdav**	**Maths (all)**
Year 4 **(PP- 5 children 0 SEND)**	100% (5/5)	76%	60% (3/5)	66%	100% (5)	78%	100%	75% (24/32)	80% (4/5)	75% (24/32)	100%	81% (26/32)
All PP pupils have made at least the expected progress in reading and maths. They have achieved on par with their peers in both reading and maths but just fell short of the rest of the cohort in writing. The pupil/pupils who have not met the expected standard will be monitored.												
Year 5	66% (2/3)	85%	66% (2/3)	68%	100% (3)	77%	66% (2/3)	97% (30/31)	100%	100%	100%	84% (26/31)

(PP- 3 children 0 SEND children)												
1 PP child EXS RWM, 1 PP child (M) EXS RM and 1 PP child (F) EXS WM. The pupil/pupils who have not met the expected standard will be monitored.												
Year 6 **(PP- 1 child - 0 SEND children)**	100%	81%	0%	81%	100%	68%	100% (EXS→EXS)	88%	100% (WTS→EXS)	99%	100% (WTS→EXS)	97%
PP child made as much progress as other children in the cohort. They achieved ARE at the end of Year 6 in all core subjects and made accelerated progress in writing and maths. Overtime PP children do well at St John the Baptist's.												

Summary

Overall, outcomes demonstrate that pupil premium pupils achieve well at St John the Baptist's, with the majority making at least expected progress and many attaining in line with, or above, their peers. Where gaps exist, they are often linked to additional needs, including SEND, EAL or significant contextual factors.

Across Years 1-3, all pupil premium pupils made at least expected progress in reading, writing and mathematics despite half of the cohort in each year also being identified as SEND. In Year 3, 100% of pupil premium pupils achieved age-related expectations in reading and all made expected or better progress across the core subjects. Targeted support successfully closed gaps in reading and contributed to a significant improvement in attendance for one pupil.

In Years 4-6, attainment for pupil premium pupils remained strong. In Year 4, pupil premium pupils matched or exceeded the attainment of their peers in reading and mathematics, with all pupils making expected progress in these subjects. In Year 5, all pupil premium pupils achieved age-related expectations in mathematics and all made

expected or better progress in writing and mathematics. The Year 6 pupil premium pupil achieved age-related expectations in reading, writing and mathematics by the end of Key Stage 2 and made accelerated progress in both writing and mathematics.

Overall, the school's tracking shows that pupil premium pupils consistently make strong progress from their starting points. Where attainment falls below age-related expectations, this is frequently associated with additional SEND, speech and language, SEMH or EAL needs. The school's small pupil premium cohorts mean that individual pupils can significantly affect percentage outcomes; however, three-year trends indicate that disadvantaged pupils generally achieve well and make progress comparable to their peers.

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
Kinetic Letters	Kinetic Letters
PAWS Therapy Dog	PAWS Therapy Dog
Accelerated Reader	Accelerated Reader