

Pupil premium strategy statement

This statement details our school's use of pupil premium funding for the 2026 to 2027 academic year 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's Catholic Primary School
Number of pupils in school	241 (208 as at October 2025 R-Y6)
Proportion (%) of pupil premium eligible pupils	29% (R-Y6)
Academic year/years that our current pupil premium strategy plan covers	2026-27
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Emily Phipps & Janice Babb Co - headteachers
Pupil premium lead	As above
Governor / Trustee lead	Edward Toman and Debs Duke

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£93000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£93000

Part A: Pupil premium strategy plan – Statement of Intent

We are committed to ensuring that every child is given the opportunity to flourish academically, spiritually, socially, and emotionally. Guided by our school motto, **"To Love and Serve,"** we strive to remove barriers to learning so that all pupils, including those eligible for Pupil Premium funding, can achieve their full potential.

Around 30% of our pupils are eligible for Pupil Premium funding. Our intention is that all pupils, irrespective of their background, circumstances, or the challenges they may face, make strong progress and achieve high standards across the curriculum. Our Pupil Premium strategy is designed to ensure that disadvantaged pupils are supported to reach their full potential, including those who are already achieving highly.

High-quality teaching is at the heart of our approach, as we know this has the greatest impact on improving outcomes for disadvantaged pupils while benefiting all learners. Through an ambitious, inclusive curriculum and evidence-informed practice, we aim to close attainment gaps and ensure that every pupil is equipped with the knowledge, skills, confidence, and resilience to succeed.

Our strategy is responsive to both common barriers to learning and the individual needs of our pupils. We use careful assessment, ongoing monitoring, and strong partnerships with families to identify needs early and provide timely, targeted support. Alongside academic achievement, we recognise the importance of pupils' wellbeing, attendance, enrichment opportunities, and personal development in enabling every child to thrive.

To ensure our strategy is effective, we will:

- provide consistently high-quality teaching and learning across the school;
- ensure disadvantaged pupils are appropriately challenged and supported to achieve ambitious outcomes;
- identify barriers to learning early and intervene swiftly using evidence-informed approaches;
- adopt a whole-school approach in which all staff share responsibility for the progress, wellbeing, and achievement of disadvantaged pupils;
- work closely with parents and carers to build strong partnerships that support children's learning and development; and
- regularly evaluate the impact of our provision to ensure Pupil Premium funding is used effectively and continues to improve outcomes for our disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Some pupils enter school with less experience of early years or pre-school provision. As a result, they may require additional support to develop communication and language skills, emotional regulation, independence, and readiness for learning.

2	Some families experience financial pressures that can limit access to books, educational resources, digital devices, reliable internet access, and other materials that support learning both at home and in school.
3	Some disadvantaged pupils have gaps in prior learning, particularly in communication, language development, early reading, writing, and mathematics, which can affect progress across the curriculum if not addressed promptly.
4	Some disadvantaged pupils who are working at or above age-related expectations require additional challenge and enrichment to ensure they achieve their full academic potential and develop high aspirations.
5	Some families experience housing insecurity or other social and economic challenges that can impact pupils' wellbeing, attendance, emotional health, readiness to learn, and ability to engage fully in school life.
6	Some pupils have had fewer opportunities to access a broad range of cultural, creative, sporting, and educational experiences beyond their immediate community. We aim to broaden their horizons and develop cultural capital through our curriculum and enrichment opportunities.
7	Some families face barriers to regular school attendance or engagement with learning. We work closely with parents and carers to promote the importance of attendance, learning, and high aspirations, recognising that strong home-school partnerships are key to pupils' success.

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 disadvantaged pupils receive consistently high-quality teaching that enables them to make strong progress from their starting points.	Quality-first teaching is consistently evident across the school. Formative assessment demonstrates that disadvantaged pupils make at least expected progress in every year group, but a significant number will make accelerated progress. The attainment gap between disadvantaged and non-disadvantaged pupils continues to narrow.
Disadvantaged pupils develop strong communication, language and vocabulary skills and become confident readers through high-quality phonics teaching.	Assessment and observations show accelerated progress in oracy and vocabulary, particularly in EYFS and KS1. At least 80%+ of pupils achieve the expected standard in the Year 1 Phonics Screening Check. At least 90%+ of pupils have met the expected phonics standard by the end of Year 2. Pupils demonstrate increasing confidence when speaking, listening and reading across the curriculum.
Disadvantaged pupils, including those with high prior	At least 85% of disadvantaged pupils achieve the expected standard in Reading by the end of KS2.

attainment, achieve well across all curriculum subjects.	At least 80% achieve the expected standard in Writing. At least 80% achieve the expected standard in Mathematics. Higher-attaining disadvantaged pupils achieve outcomes comparable with national expectations.
Disadvantaged pupils attend regularly, feel safe, are emotionally ready to learn and participate fully in school life.	Whole-school attendance remains above 95%. Persistent absence for disadvantaged pupils continues to reduce. Behaviour, wellbeing and safeguarding records demonstrate positive engagement with learning. Pupil voice shows children feel safe, included and ready to learn.
Parents and carers are actively engaged in supporting their children's learning and attendance.	Increased parental engagement in workshops, consultations and school events. Improved home reading and learning engagement. Positive feedback from parents demonstrates strengthened home-school partnerships.
Every disadvantaged pupil benefits from a broad, ambitious curriculum enriched by meaningful experiences beyond the classroom.	Every pupil participates in at least six curriculum-linked enrichment opportunities each academic year. Disadvantaged pupils participate in clubs, educational visits, music, sport and residential experiences at rates comparable to their peers. Pupil voice demonstrates increased confidence, aspiration and awareness of the wider world.
No pupil is disadvantaged through lack of access to learning resources or wider opportunities.	All disadvantaged pupils have access to books, learning resources and digital technology where needed. Financial barriers do not prevent participation in educational visits or enrichment activities. Pupils are fully equipped to complete learning both at school and at home.
Every disadvantaged pupil flourishes academically, spiritually, socially and emotionally within our caring Catholic community.	Pupils demonstrate our catholic values, linked to Catholic Social Teaching through their relationships, behaviour and service to others. Children report feeling valued, included and supported. Staff, governors and families work together to ensure every child can flourish and achieve their God-given potential.

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

Budgeted cost: **£26,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintain additional teaching capacity to deliver consistently high-quality teaching, targeted support and appropriate challenge for disadvantaged pupils, including higher attainers.	Previous years' outcomes. High-quality teaching has the greatest impact on improving outcomes for disadvantaged pupils Education Endowment Foundation (EEF). Small-group teaching delivered by qualified teachers enables responsive teaching, immediate feedback and appropriate challenge. Our own internal data demonstrates that this approach has contributed to disadvantaged pupils attaining above national outcomes.	3, 4
Provide high-quality texts and curriculum resources to strengthen reading comprehension, vocabulary development and disciplinary knowledge across the curriculum.	The EEF's Improving Literacy in KS2 guidance highlights explicit vocabulary instruction, high-quality texts and reading comprehension strategies as key drivers of reading success. Exposure to ambitious literature also supports writing, oral language and wider curriculum learning.	3,4

Targeted academic support

Budgeted cost: **£54,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deploy additional trained support staff to deliver targeted interventions that develop pupils' speaking, listening, communication and vocabulary skills, complementing high-quality classroom teaching.	The Education Endowment Foundation (EEF) identifies oral language interventions as one of the highest-impact, low-cost approaches for improving learning, particularly for disadvantaged pupils. The EEF's Preparing for Literacy and Improving Literacy in Key Stage 1 guidance highlights the importance of developing children's spoken language, vocabulary and communication through structured discussion, purposeful questioning and high-quality adult interaction. Strengthening pupils' oral language	1, 2, 4

	supports reading comprehension, writing and learning across the curriculum.	
Provide additional targeted phonics and spelling sessions for disadvantaged pupils who require further support to secure decoding, encoding, fluency and spelling knowledge.	High-quality systematic synthetic phonics is recognised by the Education Endowment Foundation EEF Phonics as one of the most effective approaches for teaching early reading, particularly for disadvantaged pupils. Targeted phonics interventions are most successful when delivered regularly, alongside high-quality whole-class teaching, enabling pupils to quickly address gaps in decoding and encoding skills. As pupils become fluent readers, explicit teaching of spelling supports the development of writing accuracy, vocabulary and overall literacy. This approach enables pupils to become confident, fluent readers and writers, building the strong literacy foundations needed for success across the curriculum.	2,4
Strategic deployment of learning support staff to deliver targeted interventions that develop reading comprehension, vocabulary acquisition, language development and sentence construction in writing, closely aligned with high-quality classroom teaching.	The Education Endowment Foundation (EEF) Making Best Use of Teaching Assistants guidance highlights that teaching assistants have the greatest impact when delivering structured, evidence-informed interventions that complement classroom teaching. The EEF also identifies oral language approaches, explicit vocabulary instruction and reading comprehension strategies as having a significant positive impact on pupils' learning, particularly for disadvantaged pupils. High-quality dialogue, questioning and structured discussion support pupils in developing language, understanding increasingly complex texts and improving the quality and accuracy of their writing across the curriculum.	2,3,4

Wider strategies

Budgeted cost: **£15,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Robust attendance monitoring by administrative staff, alongside early identification, timely intervention and strong partnership working with families to promote excellent attendance and punctuality.	The Department for Education's Working Together to Improve School Attendance guidance highlights that a whole-school culture of high expectations, early intervention and positive relationships with families is key to improving attendance. The Education Endowment Foundation (EEF) also recognises	7

	that parental engagement and targeted support can positively influence attendance, engagement and educational outcomes, particularly for disadvantaged pupils.	
Subsidise curriculum enrichment opportunities, including educational visits, after-school clubs and residential experiences, ensuring equitable access for all disadvantaged pupils.	The Education Endowment Foundation recognises that wider strategies which improve engagement, motivation and pupils' sense of belonging can contribute to improved outcomes when embedded within a high-quality curriculum. Research from the Social Mobility Commission also highlights the role of enrichment experiences in broadening aspirations, developing cultural capital and supporting pupils' personal, social and academic development. Removing financial barriers ensures that all pupils can fully participate in the wider life of the school.	5,6
Maintain a contingency fund to provide additional learning resources, pastoral support and practical assistance in response to emerging needs throughout the academic year.	Effective Pupil Premium strategies are responsive to the changing needs of pupils and families. The EEF's Putting Evidence to Work: A School's Guide to Implementation recommends that schools continually evaluate provision and adapt support where appropriate. Maintaining a contingency fund enables the school to respond quickly to unforeseen barriers to learning, ensuring disadvantaged pupils continue to access the same opportunities as their peers.	All

Total budgeted cost: £96,000

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 2025 to 2026 academic year.

We have analysed the performance and progress of our disadvantaged pupils during the 2024/25 academic year using statutory assessment outcomes, internal assessment information, attendance data and wider indicators of pupil engagement and wellbeing.

Our analysis demonstrates that the school's evidence-informed approach continues to have a positive impact on outcomes for disadvantaged pupils. In 2024/25, pupils eligible for Pupil Premium achieved the following outcomes at the expected standard:

- **Reading:** 100%
- **Writing:** 93%
- **Mathematics:** 100%

These outcomes compare favourably with national figures and reflect our commitment to ensuring that disadvantaged pupils receive high-quality teaching, targeted academic support where appropriate and equitable access to the wider life of the school. The school remains committed to sustaining these high standards whilst ensuring that all disadvantaged pupils, including those working at greater depth, continue to make strong progress from their individual starting points.

Our ongoing evaluation identifies that some disadvantaged pupils continue to experience barriers beyond the classroom, including variable attendance, limited access to wider cultural and enrichment opportunities, financial pressures and, for some families, housing insecurity. These factors can influence pupils' readiness to learn and their engagement with school. Consequently, attendance, wellbeing, enrichment and family partnership remain important priorities within our strategy.

Throughout the year we have continued to provide a rich, ambitious curriculum, complemented by educational visits, residential experiences, extra-curricular opportunities and pastoral support. Pupil Premium funding has enabled disadvantaged pupils to participate fully in these experiences, ensuring that financial circumstances do not limit access to opportunities that enrich learning, broaden cultural capital and support personal development.

The school will continue to evaluate the impact of its Pupil Premium strategy through rigorous assessment, attendance monitoring and regular review of evidence-informed practice, ensuring that funding is targeted effectively and continues to secure excellent outcomes for disadvantaged pupils in line with our mission, **"To Love and Serve."**