

# Pupil Premium Strategy Statement

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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	St Mary and St John Catholic Primary School
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	November 25
Date on which it will be reviewed	November 26
Statement authorised by	A Whitney (CoG)/ Mr Atherton (HT)
Pupil premium lead	Mrs Mitchell (SENCO)
Governor / Trustee lead	Mrs Kearsley

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,650
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total Budget for this academic year	£33,650

# Part A: Pupil premium strategy plan

## Statement of intent

**When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced, this alongside research conducted by the EEF.**

Common external barriers to learning can include: limited support from home including time allocated to practice homework e.g. reading, poor language and communication skills, lack of confidence and therefore commitment to learning, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and the support needed for pupils across school.

### **Principles:**

We ensure that teaching and learning opportunities meet the needs of all the pupils.

We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.

In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.

We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

### **CONTEXT:**

#### **Objective overview for the academic year 2025-26:**

To at least maintain the number of pupils who reach expected attainment in reading, maths and writing by the end of the year. To enable disadvantaged pupils to develop confidence across the curriculum and achieve expected progress in foundation subjects by the end of the year.

The SIP focus identifies whole school development towards improving speech and language to promote reading and writing fluency, maths mastery and problem solving, vocabulary and spelling development across all subject areas following analysis and evaluation of results and data from 24-25.

To provide opportunities for pupils to improve their school attendance by promoting ‘pull’ factors to create a safe and secure learning environment.

#### **Key findings from the Education Endowment Fund research suggests:**

1. On average, oral language approaches have a high impact on pupil outcomes of 6 months’ additional progress.
2. It is important that spoken language activities are matched to learners’ current stage of development, so that it extends their learning and connects with the curriculum.
3. Training can support adults to ensure they model and develop pupils’ oral language skills and vocabulary development.
4. Some pupils may struggle specifically with spoken language. Schools should consider how they will identify pupils that need additional support around oral language and articulation. It may be helpful to focus on speaking and listening activities separately where needed to meet particular needs.

*‘Common teaching strategies to better organise and structure classroom talk and dialogue include ‘Socratic talk’, ‘talk partners’, and ‘debating’ (each strategy having its own clear parameters and rules for responsible dialogue). Such strategies—provided they are sufficiently challenging, build on firm pupil subject knowledge, are realistic, and suitably guided and supported by the teacher—can help develop self-regulation and metacognition.’*  
(EEF Metacognition and Self-regulation Guidance)

5. An inclusive environment does not happen by accident, it is achieved through design. Furthermore, it is imperative that leaders embed the culture proactively.

6. Explicit teaching of learning behaviours, academic and behaviour routines, social and emotional skills and metacognitive strategies are integral aspects of teaching and learning development.  
(EEF Supporting School Attendance)

**Achieving these objectives:**

- We ensure that appropriate provision is made for all pupils and in particular those who belong to vulnerable groups. Regular pupil progress meetings are held so that staff can closely link with the SLT to make sure provision is successful.
- Pupil premium funding is used to purchase relevant resources, provide curriculum experiences and provide additional support for individuals and small groups of pupils.
- Additional teaching and learning support opportunities are provided from external agencies.
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- One to one support.
- Transition from primary to secondary and transition internally and into EYFS.
- Ensuring children have first-hand experiences to use in their learning in the classroom.
- Support the funding of specialist learning software.
- To allow the children to learn a musical instrument.
- To pay for trips and a contribution to residential experiences so pupils are not disadvantaged from accessing trips with their peers.
- To allow access to additional PE provision.
- Pupil premium resources are to be used to target able children on free school meals to achieve age-related expectations.
- To allocate additional support staff for identified catch-up needs in every year group.
- To monitor and support individual emotional and social needs by using external training programmes.

This list is not exhaustive and will change according to the needs and support our disadvantaged pupils require.

## Challenges

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

Challenge number	Detail of challenge
1	Below expected language and communication which negatively impacts reading fluency and impacts comprehension and understanding across the curriculum.
2	Lack of writing capacity and commitment resulting in below expected writing attainment.
3	Early number and mental maths knowledge is limited and not secure due to gaps in learning.
4	Mental health and well-being factors impact progress and attainment across the subjects.

## 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
1 Pupils language and communication skills positively impact reading fluency, comprehension and understanding across the curriculum which is demonstrated by increasing attainment and progress at ARE.	To increase the number of pupils who reach expected progress and attainment in reading comprehension and across the curriculum.
2 Writing capacity is increased and pupil's written work progresses towards expected outcomes.	To increase the number of pupils who reach expected progress and attainment in writing by the end of the year.
3 Pupils have increased confidence in number application and procedures and can apply learning consistently to achieve expected outcomes.	To increase the number of pupils who reach expected progress and attainment in maths by the end of the year.
4 Pupils mental health and well-being is positively impacting on all aspects of learning.	To improve pupils' attitude to learning resulting in an increase in the number of pupils who reach expected progress and attainment in the foundation subjects.

## 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: £ 22,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1.2 To continue to develop effective language and communication of pupils through increased emphasis on debate, discussion, and effective use of vocabulary to strengthen schema.</p>	<p>The number of EAL pupils on entry into Reception and in-year admissions have increased in the last 3 years. On entry into Reception in 2025, 39% of pupils were EAL; in 2024 47% of pupils needed EAL support. In 2023, 30% of pupils were EAL and/or had language and communication needs. There are 61 EAL pupils currently on roll across school spanning 17 different languages.</p> <ul style="list-style-type: none"> <li>• Sustained delivery of 'Little Wandle' Synthetic Phonics Programme and resources.</li> <li>• Use of the NELI programme (Reception)</li> <li>• Delivery of WellComm from Reception to Year 6</li> <li>• Purchase of the LEXIA Reading programme for Year 1 and Year 2.</li> <li>• Participation in Vocabulary for Reading project for Year 3 and Year 4</li> <li>• School focus on teaching debate, discussion, and the increased use of vocabulary. (see progression of skills)</li> <li>• Oracy embedded into delivery of the curriculum</li> </ul> <p>To continue to source and provide opportunity for inspirational and motivational speakers, visits and visitors who engage and support pupils learning. Timelines to continue to be used to support pupils' memory, and schema. Staff continue to subject effective subject leadership and subject delivery through continued review and development systems. Pupil Champions are instrumental in supporting subject development and promoting pupil voice.</p>	1
<p>1.3 To continue to develop competent and fluent writers, increasing the number of pupils (from current starting points) achieving expected and GD by the end of the year 6.</p>	<p>Promote a focus on correct sentence structure within writing through the use of 'Shed sentences'.</p> <p>Identify poor writers and offer opportunities for physical development opportunities e.g. sensory skills work</p> <p>Implement writing approach focusing on reading as a writer, developing vocabulary, slow writing and editing to produce higher level pieces of work.</p> <p>Focus on handwriting practice during Autumn term to reduce cognitive load when producing pieces of writing.</p>	2
<p>1.4 To continue to develop confidence and understanding in all areas of maths increasing the number of pupils (from current starting points) achieving expected and GDS by the end of the year 6.</p>	<p>The EEF states that mastery learning has been used successfully to support core areas and is particularly successful in supporting Maths, with up to 5 months progress being achieved.</p> <p>Focus on consistent recapping over year group objectives through use of Assertive Mentoring system.</p> <p>Increase Mathematics partnership with parents through careful selection of activities to support home and school learning links.</p>	3
<p>2.2 To continue to secure positive behaviour through focus on RSHE to build positive mindsets and empathy.</p> <p>3.2 To continue to promote positive mental health and well-being of pupils and staff and maintain the TIS Accreditation through application of the annual TIS action plan.</p>	<p>Extra RSHE lessons taught during Autumn term to promote self-esteem and peer relationships.</p> <p>Monthly 'values' focused on each class throughout the year with awards given out to pupils displaying positives behaviours.</p> <p>Acts of kindness being focused within peer relationships. Pupil chaplains reading out examples of kindness during Celebration of the Word.</p> <p>Everyday essentials to be reviewed and implemented effectively to support consistent learning and building of skills year on year.</p> <p>Explicit teaching of learning behaviours, academic and behaviour routines, social and emotional skills and metacognitive strategies to support learning in all year groups.</p> <p>'There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income.' (EEF report on SEL in Primary Schools).</p> <p>Maintain Trauma Informed accreditation incorporating new and supportive systems including 'feelings charts' and 'staff supervision sessions'.</p>	4

	<p>Continue to support happy playtimes by engaging pupil voice to support purchase of new resources and accessing National College training.</p> <p>Pupils invited to attend focus clubs e.g. Sport clubs, Well-being activities etc</p> <p>Pupils to be involved in the creation of extra-curricular and Golden Time activities to support mental health and well-being.</p> <p>Costed provision music lessons</p>	
--	---	--

**Targeted academic support (for example, tutoring, one-to-one support structured interventions) Budgeted cost: £7,650 (Teaching Resources and materials)**

Activity	Evidence that supports this approach	Challenge number(s) addressed
1.2 To continue to develop effective language and communication of pupils through increased emphasis on debate, discussion, and effective use of vocabulary to strengthen schema.	<p>Little Wandle phonics and supported reading processes integrated across KS1. Interventions for KS2 low attaining spellers using Little Wandle Catch up programme.</p> <p>Reception staff to continue to deliver the NELI Language and Communication programme.</p> <p>WellComm assessments and interventions to be delivered from Reception to Year 6 with a focus on language and communication.</p> <p>KS2 spelling system in place to support increased capability and confidence in reading and spelling more complex vocabulary and exception words.</p> <p>Y1 and Y2 readers to participate in Lexia reading programme to support struggling readers.</p> <p>Y3 and Y4 intervention group to participate in Vocabulary for Reading project to build bank of vocabulary in writing.</p> <p>Continue to monitor reading processes linked to group, class and independent reading and its positive and effective implementation into written work.</p> <p>Reading Plus assessments frequently analysed by KS2 staff and used to provide more specific data on individual progress and needs.</p> <p>HT and SENDCO to carry out pupil progress meetings to analyse identified intervention needs, assessment data and progress of pupils and to identify any further staffing needs.</p>	1
1.3 To continue to develop competent and fluent writers, increasing the number of pupils (from current starting points) achieving expected and GD by the end of the year 6.	<p>Regular and systematic handwriting application in place and additional small group intervention support for identified individuals.</p> <p>Writing moderation in place to monitor progress of individuals.</p> <p>Stage-appropriate examples of work to promote progress at their stage.</p> <p>Cross curricular writing opportunities engage pupils' interests to support writing improvements. E.g. Historical reports</p>	2
1.4 To continue to develop confidence and understanding in all areas of maths increasing the number of pupils (from current starting points) achieving expected and GDS by the end of the year 6.	<p>Focus on consistent recapping over year group objectives through use of Assertive Mentoring system.</p> <p>KS1 staff to continue to access and deliver Mastering Number resources to compliment White Rose Maths.</p> <p>Increase Mathematics partnership with parents through careful selection of activities to support home and school learning links.</p> <p>Subject leader to continue to assess provision and intervention requirements which support basic skill work linked to 'Maths Recovery.'</p>	3
2.2 To continue to secure positive behaviour through focus on RSHE to build positive mindsets and empathy.  3.2 To continue to promote positive mental health and well-being of pupils and staff and maintain the TIS Accreditation through application of the annual TIS action plan.	<p>'Meet and Greet' sessions identified through effective use of the 'feelings charts' to monitor pupils MH and to provide regular MH support on a needs basis.</p> <p>A high number of KS2 pupil premium pupils represent the pupil champion subject groups.</p> <p>Continued access to a wide number of learning experiences.</p> <p>Pupils to be involved in the creation of extra-curricular and Golden Time activities to support mental health and well-being.</p> <p>Pupils invited to attend focus clubs e.g. Sport clubs, Well-being activities etc</p> <p>Access to music lessons</p> <p>Cost provision for residential visits</p> <p>Cost provision for visits</p> <p>Staff CPD needs identified and provision in place e.g. Boxall training.</p>	4

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

Budgeted cost: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>2.2 To continue to secure positive behaviour through focus on RSHE to build positive mindsets and empathy.</p> <p>3.2 To continue to promote positive mental health and well-being of pupils and staff and maintain the TIS Accreditation through application of the annual TIS action plan.</p>	<p>Further RSHE sessions with a focus on empathy and peer relationships.</p> <p>Monthly values to promote positive behaviours shown by all pupils and rewards given out each month to highlight importance.</p> <p>Social and emotional development supports positive approaches to learning.</p> <p>Trauma Informed Accreditation maintained by accessing on-going and compulsory network sessions.</p> <p>Continued access to a wide number of experiences including:</p> <ul style="list-style-type: none"> <li>Access to music lessons and a wide range of clubs</li> <li>Costed provision for residential visits</li> <li>Costed provision for visits</li> </ul> <p>Motivational and inspirational speakers enhance the curriculum and engage pupils in school attendance.</p> <p>Visits and visitors promote effective engagement in learning and stimulus to support retention of vocabulary.</p>	<p>4</p>

**Total budgeted cost: £ 33,650**

## 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 2024 to 2025 academic year.

#### INTERNAL DATA ANALYSIS

#### KS2 disadvantaged pupils - expected attainment or above for the last academic year

Measure	Score	National Comparison	All KS Pupils
Meeting expected or above standard at KS2 RWM	29%		67%
Reading	86%	62%	97%
Writing	71%	59%	80%
Maths	29%	60%	73%

23% of the Key Stage 2 cohort were identified as Disadvantaged and included pupils with SEN needs which should be taken into account when referring to outcomes.

The vast majority of KS2 pupils are working at expected or above. A number of current pupil premium pupils are working below expected and/or are EAL or SEN pupils. Pupils will be monitored and supported as detailed in the strategy.

## 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*

<b>Programme</b>	<b>Provider</b>
Literacy Shed/ Literacy Shed Plus	Ed Shed
Spelling Shed	Ed Shed
Little Wandle	Little Wandle
Spag.com	Spag.com
Reading Plus	Reading Solutions
Lexia Core 5	Lexia
White Rose Maths	White Rose Maths
Mathletics	Mathletics
Phonics Play	Phonics Play
Timetables Rockstars	TT Rockstars
EAL Eduflashacademy	Flash Academy
WellComm	WellComm