

Pupil premium strategy statement – Reviewed

November 24

This statement details our school's use of pupil premium 2020/2021-2023/2024 (and recovery 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 John's Cathedral Catholic Primary School
Number of pupils in school	213
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020/2021-2023/2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2024
Statement authorised by	Laura Park
Pupil premium lead	Hayley Warren
Governor / Trustee lead	Christine De Filippo

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£72,595
Recovery premium funding allocation this academic year	£20,385
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	£92,980

Part A: Pupil premium strategy plan

Statement of intent

At St John's, all children, regardless of their background or challenges that they face will have access to an excellent education and bespoke pastoral care ensuring that they leave St John's having achieved their full potential.

All staff at St John's will work together to identify barriers to learning and ensure that there is support and intervention in place to address and mitigate these barriers. Staff will get to know the children as individuals and nurture a positive relationship with the child and their family to ensure that they feel supported as well as challenged to achieve their very best. Through quality first teaching, well-chosen resources and high expectations, all children will be enabled to achieve their full potential.

Governors and senior leaders will monitor the data and assessment information to ensure that high quality teaching and research-led intervention are central to the academic offer at St John's.

Through this high quality offer to all, St John's will ensure that:

- All pupils benefit from excellent teaching and learning opportunities
- The attainment gap between the school's disadvantaged pupils and others nationally is diminished
- The progress of disadvantaged pupils in school matches that of others nationally
- Through a whole school approach, staff raise the expectations of what disadvantaged pupils can achieve

Economic disadvantage should not be a barrier to academic achievement

Challenges

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

Challenge number	Detail of challenge
1	Vocabulary gap. 56% of pupils have English as an additional language (EAL) and there is a challenge for many to develop a wider and richer vocabulary.

	50% of pupils with special educational needs (SEN) at St John's have a speech language or communication need with many requiring additional language and vocabulary support.
2	<p>Reading</p> <p>Discussions with staff and children indicate that disadvantaged pupils often report that they have limited access to books outside of school.</p> <p>Phonics data demonstrates an attainment gap between disadvantaged pupils at St John's and all pupils at St John's. (2018 57% Dis and 80% all; 2019 86% dis and 90% all)</p> <p>KS 1 reading data demonstrates a gap between the disadvantaged pupils at St John's and all pupils nationally in both reading and writing at the expected standard and the higher standard.</p> <p>KS 2 data in 2019 demonstrated a KS 1-KS 2 progress score of 1.1 for reading. This was 1.4 points lower than the national not disadvantaged pupils. 10% of St John's disadvantaged pupils reached the higher standard in reading in 2019, compared to 31% of the national not disadvantaged pupils.</p>
3	<p>Self-esteem and confidence, which can lead to behaviour issues and low-level disruption.</p> <p>Observations and discussions with pupils and families have identified social and emotional issues for pupils because of school closures and challenges brought about by covid.</p> <p>Behaviour analysis indicates that our disadvantaged pupils are over represented in issues that are dealt with by senior leaders.</p>
4	<p>Parental Engagement – Discussions and feedback from staff indicate that parents of disadvantaged pupils are under-represented at parent meetings and school events. Engagement with homework and reading at home can also be more challenging for parents of disadvantaged pupils</p>

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 be able to demonstrate a rich and varied vocabulary	<p>SATs reading and writing results for disadvantaged pupils will be broadly in line with others nationally</p> <p>Evidence in books and though participation in lessons of a rich and varied vocabulary.</p>
Improved reading progress scores	<p>Disadvantaged pupils to achieve broadly in line with national average progress scores in Reading.</p> <p>Increase the percentage of disadvantaged pupils in KS 2 who reach the higher</p>

	standard to narrow the gap with other pupils nationally.
Improved writing progress scores	Achieve national average progress scores in Writing. Increase the percentage of disadvantaged pupils in KS 2 who reach the higher standard to narrow the gap with other pupils nationally.
Improved maths progress scores	Achieve national average progress scores in Maths. Increase the percentage of disadvantaged pupils in KS 2 who reach the higher standard to narrow the gap with other pupils nationally.
Maintain phonics standards	The percentage of pupils working at the expected standard to remain above national for all pupils. The percentage of disadvantaged pupils working at the expected standard to remain above national for all pupils.
All parents/carers are confident in supporting their child's learning	At least 75% of parents/carers attend family learning opportunities. Homework and reading diaries demonstrate high levels of parental engagement. All pupil premium parents/carers attend parent meetings.

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: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed strategies that will support the development of a rich and varied vocabulary.	EEF research – oral interventions have a high impact on pupil outcomes of 6 months' additional progress. EEF: Oral Language Interventions	1
Introduce maths mastery across the school to enable children to be mathematically literate	EEF guidance reports – EYFS/KS 1 and KS 2/3	1
Support for Early Careers Teacher in reading/phonics, maths and writing	EEF Effective Professional development Guidance report	1,2
Further develop our culture of 'a love for reading' and ensure that all children are suitably challenged and supported to be fluent readers with excellent comprehension skills. Train new staff in the systematic synthetic phonics programme.	Evidence form EEF suggests that phonics teaching has a very high impact on children's progress and attainment – particularly for the disadvantaged. EEF recommends a systematic phonics approach. EEF Guidance report: Preparing for Literacy at Key Stage 1 EEF Guidance report: Preparing for Literacy at Key Stage 2 The Reading Framework (DfE)	2

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

Budgeted cost: £38,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Every Child a Reader (ECAR) Teacher: Individual sessions to support reading.</p> <p>Better Reading: Reading intervention to develop fluency and comprehension.</p>	<p>A recommendation from the EEF is to use a balanced and engaging approach to reading that combines decoding and comprehension.</p> <p>NATCEN research reported 'In particular Reading Recovery had:</p> <ul style="list-style-type: none"> • a positive impact on reading, reading-related attitudes and behaviours • wider impacts on pupils, such as their ability to initiate ideas and activities 	1,2
Springboard speech and language support: individual and small group sessions for pre-learning and development of vocabulary	EEF research – oral interventions have a high impact on pupil outcomes of 6 months' additional progress.	1
Maths support in KS 2 to address gaps in learning and develop problem solving	EEF guidance reports – EYFS/KS 1 and KS 2/3	1,2,3
SENCO phonic intervention	Evidence from EEF suggests that phonics teaching has a very high impact on children's progress and attainment – particularly for the disadvantaged. EEF recommends a systematic phonics approach.	2

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

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To offer a range of well-taught and engaging extra-	The EEF states that physical activity has important benefits in terms of physical health and well-being.	3

curricular clubs to boost self-esteem and social skills.		
Family learning workshops to engage parents/carers and support them in working with their children. Year R phonics and early reading Year 1 Maths	According to the EEF 'parental engagement has a positive impact on average of 4 months' additional progress.'	4
To provide emotional, pastoral and positive well-being support. ELSA support for individuals and groups as identified by class teachers as well as opportunity for self-referral by children.	Social and emotional interventions have a positive impact on average of 4 months progress over an academic year – according to the EEF	3
To be able to subsidise trips, uniform and other necessities.	Based on school experience, there is a need to set aside funding to support children in a crisis or at short notice with necessary uniform, equipment or trip costs to avoid them missing out or feeling different.	1,2,3,4

Total budgeted cost: £ 92,000

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 2022 to 2024 academic year.

2023/2024 Data from the Portsmouth profile:

EYFS: 77% of St John's pupils achieved GLD. This was 9% higher than national. 100% of pupils eligible for FSM achieved GLD. This was 28% higher than national not FSM pupils.

Phonics: 82% of disadvantaged pupils met the expected standard in the phonics screening. This is 2% above the national standard for non-disadvantaged pupils.

Year 4 Multiplication checker: 50% of disadvantaged pupils scored full marks in the test. This was 13% higher than national not disadvantaged pupils.

End of KS1 (no longer statutory): 81% of disadvantaged pupils reached the expected standard in reading, writing and maths. This was 37% higher than national.

End of KS2: 54% of disadvantaged pupils reached the expected standard in reading, writing and maths. This was 15% above Portsmouth and 9% above national.

Summary of Impact

Since the strategy was published, the needs of the pupils have increased significantly. In 2021, 17% of pupils in year groups 1-6 were on the SEND register, including 5 pupils with EHCPs. In 2024, 20% of pupils in year groups 1-6 are on the SEND register - 11 of those pupils with current EHCPs. In EYFS, we see ever increasing numbers of pupils requiring SEN support. Currently, 10% of the Reception class have EHCPs and we expect this to increase in EYFS and across the school further. The school is currently over PAN (as directed by the local authority). The school experiences increasing numbers of families needing urgent support from MABS and CAMHS.

Challenge 1: Vocabulary Gap

Through routine monitoring cycles of teaching and learning, pupil progress meetings, case by case reviews and targeted CPD for staff, the teaching of vocabulary is a strength of the school's and is evident in the progress that the pupils make from R-6. High quality interventions alongside consistently good teaching is ensuring that pupils are making good progress from R – 6 and that children are able to communicate well using varied language. The impact of the early speech and language intervention led

by Springboard and our school SILSA has been extremely successful. Outside agencies, such as the Hearing Impairment Service, have regularly noted in their reports that the impact of these interventions, in terms of pupils' individual progress, is clearly evident. St John's will continue to implement and monitor the quality teaching of vocabulary and communication interventions. This will remain a priority in the next cycle.

Challenge 2: Reading

Because of the positive reading culture that has been embedded at St John's, pupils love to read and are proud of their reading achievements. Pupils are able to use their abilities in reading to contribute well to wider school life. Pupils are often seen reading at Church or comparing at events. This year, the school library service commended us on the engagement of families in the Summer Reading Challenge. Through routine monitoring cycles of teaching and learning, pupil progress meetings, case by case reviews and targeted CPD for staff, the teaching of reading is a strength of the school's and is evident in the progress that the children make from R-6. 72% of KS2 disadvantaged pupils achieved the expected standard which was 10% above national non-disadvantaged.

Challenge 3: SEMH

The social and emotional support required for our pupils is greater than ever. Teachers and dedicated support staff such as the school ELSA, continue to provide tailored support to meet the wide-ranging needs of pupils through individual, small group based and whole class interventions and lessons. The school has fully implemented the DFE and Diocesan approved Ten:ten scheme '*Live Life to the Full*' for PSHE. St John's continues to work with support services such as MABS, MHST and Educational Psychology to ensure families get the support they require at home and at school. The personal development of our pupils has been noted as a strength in the current Ofsted report (2022) and the Catholic Schools Inspection Report (2024). Both reports are available on the school website. The school is committed to ensuring the CPD of staff remains a priority, so that the increasing numbers of pupils with SEMH needs can be met. In July 24, 100% of disadvantaged year 6 pupils left the school at age related expectation in PSHE.

Challenge 4: Parental Impact

Parental engagement at St John's remains a high priority. Parents attending meetings with teachers has increased post Covid, they attend class events and support community mornings, such as breakfast fundraisers well. The uptake of parents for family learning is lower, but often this is because of the workshops taking place during their working hours. The recent Catholic Schools Inspection (report is on the school

website) indicates that parents are extremely positive about their children’s schooling at St John’s and the support offered to families.

Whole school parent survey results:

Parent Survey – October 2024		
1.	My child is happy at St John’s	Strongly agree 51 Agree 9 Disagree Strongly disagree Don't know
2.	My child feels safe at St John’s	Strongly agree 49 Agree 11 Disagree Strongly disagree Don't know
3.	St John’s enables my child to behave respectfully	Strongly agree 48 Agree 9 Disagree 3 Strongly disagree Don't know
4.	St John’s is a su	Strongly agree 49 Agree 10 Disagree Strongly disagree Don't know
5.	Staff at St John’s are positive role models for my child	Strongly agree 47 Agree 13 Disagree Strongly disagree Don't know
6.	St John’s works well with the Cathedral parish	Strongly agree 44 Agree 14 Disagree Strongly disagree Don't know 2
7.	I understand the school’s Catholic mission and I am supportive of it (Loving to Learn and Learning to Love)	Strongly agree 50 Agree 10 Disagree Strongly disagree Don't know
8.	School, staff support me in my role as the first educator of my child	Strongly agree 44 Agree 13 Disagree 1 Strongly disagree Don't know 2
9.	My child enjoys learning in RE lessons	Strongly agree 47 Agree 11 Disagree Strongly disagree Don't know 2
10.	I know how well how well my child is doing in RE and how to improve	Strongly agree 37 Agree 18 Disagree 3 Strongly disagree Don't know 2
11.	This school supports my child’s spiritual and moral development	Strongly agree 48 Agree 11 Disagree Strongly disagree Don't know 1
12.	I am invited to be involved in the prayer life of St John’s (eg through class Masses and Celebrations of the Word, Education Sunday and monthly Masses)	Very frequently 41 Frequently 13 Sometimes 5 Not very often Never 1
13.	Is there anything else you would like to tell us about what is going well or could be better at St John’s? Thank you for all that you do I’m happy of how the school is supporting and educating my child There is nothing I would change at St John’s Mrs Park is a amazing head teacher Happy with child’s development here at St John’s Such a friendly, community feel. Staff are very approachable. Only positive experiences in 8 years. We are all very happy about St John support Teachers response to issues are great. Teachers can do better in listening and supporting the children’s emotional and psychological development. Please keep up the good work. I am so proud to be a parent at St John’s I am always updated on the performance of my child Our daughter loves coming to school Based on last year, we would like to be updated if our child falls behind Keep doing what you’re doing Keep up the amazing work Perhaps consider a forest school. Bigger lunch portions for older year groups. Boys are hungry as they grow up. Include sustainability as part of the curriculum	60 responses 25 responses were strongly agreed to every question.

2022/2023 Data:

63% of disadvantaged pupils in EYFS achieved GLD. (GLD for all nationally was 67%)

100% of disadvantaged pupils in Year 1 passed the phonics screening.

71% of disadvantaged pupils in KS 1 achieved ARE in Reading, 57% in writing and 57% in maths. (Higher than Portsmouth averages for all pupils)

KS 2 data demonstrates that targeted intervention and tutoring alongside high quality teaching have had a positive impact. Data outcomes at age related expectations for all pupils were above Portsmouth and National averages.

78% of disadvantaged pupils in KS 2 achieved ARE in combined Reading, Writing and Maths. (National combined for all pupils was 59%)

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
National Tutoring	School Based Tutors

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	ELSA time was made available to service children if and when they needed.
What was the impact of that spending on service pupil premium eligible pupils?	Children are aware of support available in school.

Further information (optional)

The Deputy Head Teacher completed the NPQLTD course to support her role overseeing the implementation, monitoring and evaluating of interventions and curriculum design.

Ongoing Pupil Premium Strategies employed by the school:

Strategy	Intended Outcome	How this will address barriers to learning	How the school will measure the impact
Senior leader as Pupil Premium Lead	The gap between pupil premium children and others will close	By tracking progress and attainment and ensuring early intervention when needed. By understanding, the needs of every child to better address them.	Data Pupil progress meeting Pupil conferencing
Extra-curricular activities	All pupil premium children will benefit from extra-curricular activities for enjoyment and whole child development	Nurturing a sense of achievement, self motivation, and setting challenges.	Club attendance data Pupil conferencing Staff feedback
Additional specialist interventions	All pupil premium children are able to fully access the curriculum and make all needs are met	Address specific learning barriers to close gaps Develop positive relationships with adults in school Understand the importance of setting targets to achieve	Data from interventions Pupil conferencing

<p>Family Learning opportunities</p>	<p>All parents/carers are confident in supporting their child in their learning</p>	<p>Parents have skills and knowledge to support children at home</p> <p>Parents know staff better and have confidence to seek support in the future</p>	<p>Evaluation form sessions</p> <p>Feedback form staff on homework/reading etc.</p>
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