

Pupil premium strategy statement 2024/2025 - 2026/2027

This statement details our school's use of pupil premium 2024/2025-2026/2027 (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	212
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	24 - 27
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
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	£95,060
Recovery premium funding allocation this academic year	£2320
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	£97,380

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 each 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	<p><u>Vocabulary Gap</u></p> <p>60% of pupils have English as an additional language (EAL) and there is a challenge for many to develop a wider and richer vocabulary.</p> <p>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.</p>
2	<p><u>Reading</u></p> <p>Discussions with staff, children and parents indicate that some disadvantaged pupils arrive at school unfamiliar with stories and books. Reading, including oral recounts of <i>first stories</i> are often a new experience, provided by school, before parents. This causes a barrier to learning across the entire curriculum and prevents pupils from making progress.</p> <p>In 2024 82% of disadvantaged pupils achieved the expected standard in the phonics screening compared with 83% of non-disadvantaged pupils. In 2023 100% of disadvantaged pupil achieved the expected standard in the phonics screening.</p> <p>KS 1 data: In 2024 90% of disadvantaged pupils achieved the expected standard in reading. They out performed the non-disadvantaged. 16% of non-disadvantaged pupils reached the higher standard, compared with 9% of disadvantaged pupils. In 2023 71% of disadvantaged pupils achieved the expected standard in reading. No disadvantaged children met the higher standard.</p> <p>KS 2 data: In 2024 73% of disadvantaged pupils achieved the expected standard in reading compared with 84% of non-disadvantaged pupils. 26% of non-disadvantaged pupils reached the higher standard, compared with 18% of disadvantaged pupils. In 2023 78% of disadvantaged pupils achieved the expected standard in reading compared with 86% of non-disadvantaged pupils. 43% of non-disadvantaged pupils reached the higher standard, compared with 33% of disadvantaged pupils.</p>
3	<p><u>Writing</u></p> <p>Discussions with staff, children, parents and the local authority indicate that writing fluency and spelling continues to be an area of the curriculum where disadvantaged pupils are not making as much progress as they should. Through in school moderation of writing and local authority moderation this continues to be an area of challenge.</p> <p>In 2023 the disadvantaged writing progress score for St John's was -1.4 compared with the non-disadvantaged score of 1.5. These scores were not significantly different to the national average.</p>

4	<p><u>Maths</u></p> <p>Through the routine monitoring of the maths curriculum and information provided by teachers at pupil progress meetings, further support for problem solving in maths is required for disadvantaged pupils to make more progress, especially when meeting the higher standard at the end of KS2.</p> <p>In 2024 89% non-disadvantaged pupils met the expected standard, compared with 64% of disadvantaged pupils in KS2. In 2023 90% non-disadvantaged pupils met the expected standard, compared with 78% of disadvantaged pupils in KS2.</p> <p>In 2024 21% non-disadvantaged pupils reached the higher standard, compared with 18% of disadvantaged pupils in KS2. In 2023 29% non-disadvantaged pupils reached the higher standard, compared with 22% of disadvantaged pupils in KS2.</p>
5	<p><u>Social and Emotional Mental Health</u></p> <p>Self-esteem and confidence, which can lead to behaviour issues and low-level disruption. Observations and discussions with pupils and families have identified social and emotional issues for pupils becoming a main barrier to success at school and beyond. Behaviour analysis indicates that our disadvantaged pupils are overrepresented in issues that are dealt with by senior leaders. The rapidly increasing numbers of pupils and families requiring support from outside agencies such as MABS, CAHMS and ELSA intervention demonstrates that this is a significant challenge.</p>
6	<p><u>Parental Engagement</u></p> <p>Disadvantaged pupils can be under-represented at parent meetings and school events. Engagement with home learning can be challenging for families of disadvantaged pupils. Non-disadvantaged pupils 'parent voice' and 'opinion' can be dominant regarding school life.</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> <p>Evidence of engagement with extra-curricular speaking activities.</p>
Above or at national average attainment in Reading	Disadvantaged pupils to achieve the expected standard or above in line with national averages. Increase the percentage of disadvantaged pupils in KS 2 who reach the higher standard to narrow the gap with other pupils nationally.

Above or at national average attainment in Writing	Disadvantaged pupils to achieve the expected standard or above in line with national averages. Increase the percentage of disadvantaged pupils in KS 2 who reach the higher standard to narrow the gap with other pupils nationally.
Above or at national average attainment in Maths	Disadvantaged pupils to achieve the expected standard or above in line with national averages. 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. SLT to support targeted families as needs emerge.

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: £42,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed strategies that will support the development of a rich and varied vocabulary. High quality teaching of vocabulary for every child.	<p>EEF research – oral interventions have a high impact on pupil outcomes of 6 months' additional progress.</p> <p>EEF: Oral Language Interventions</p> <p>EEF preparing for literacy</p> <p>School data</p> <p>Teaching and Learning monitoring records</p>	1
Continue to embed number fluency and maths mastery across the school through whole class and small group interventions	<p>EEF guidance reports – EYFS/KS 1 and KS 2/3</p> <p>School data</p> <p>Teaching and Learning monitoring records</p>	4
Support for Early Careers Teacher in reading/phonics, maths and writing and training for Mentors and Tutors to support ECTs.	<p>EEF Effective Professional development Guidance report</p> <p>ECT framework</p> <p>HISP Appropriate Body Guidance</p> <p>Diocesan Guidance</p> <p>LA guidance and training</p> <p>School data</p>	1,2,3,4
Further develop our culture of 'a love for reading' and ensure that all children are suitably challenged and supported to be fluent	<p>Evidence form EEF suggests that phonics teaching has a very high impact on children's progress and attainment – particularly for the disadvantaged.</p>	2,5,6

<p>readers with excellent comprehension skills.</p> <p>Train new staff in the systematic synthetic phonics programme and Destination Reader.</p> <p>Invite parents in for home learning support</p>	<p>EEF recommends a systematic phonics approach.</p> <p>EEF Guidance report: Preparing for Literacy</p> <p>EEF Guidance report: Improving Literacy at Key Stage 2</p> <p>The Reading Framework (DfE)</p> <p>Teaching and Learning Monitoring records</p> <p>School Data</p>	
<p>High quality writing opportunities for all children, led by high quality texts that pupils are interested in. Explicit teaching and high impacting keep up strategies that address SPaG challenges.</p>	<p>EEF Guidance report: Improving Literacy at Key Stage 2</p>	

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

Budgeted cost: £40,000

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.</p> <p>Inference Intervention: to improve 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. Feedback from the SENDCo and Hearing Impairment Service Feedback from teachers	1
Talk Boost and SILSA support	EEF research – oral interventions have a high impact on pupil outcomes of 6 months’ additional progress Feedback from the SENDCo and Hearing Impairment Service Feedback from teachers	1,2,5
Maths support in KS 2 to address gaps in learning and develop problem solving	EEF guidance reports – EYFS/KS 1 and KS 2/3	4
SENDCo phonic intervention	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.	1, 2, 5

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

Budgeted cost: £13,060

Activity	Evidence that supports this approach	Challenge number(s) addressed
To offer a range of well-taught and engaging extra-curricular clubs to boost self-esteem and social skills. These activities also provide children with a range of transferrable skills.	The EEF states that physical and creative activity has important benefits in terms of physical health and well-being. NHS research Arts Council England Music Mark	1, 5

<p>Family learning workshops to engage parents/carers and support them in working with their children.</p> <p>Year R phonics and early reading</p> <p>Year 1 Maths</p>	<p>According to the EEF 'parental engagement has a positive impact on average of 4 months' additional progress.'</p>	6
<p>To provide emotional, pastoral and positive well-being support.</p> <p>ELSA support for individuals and groups as identified by class teachers as well as opportunity for self-referral by children.</p>	<p>Social and emotional interventions have a positive impact on average of 4 months progress over an academic year – according to the EEF</p>	5
<p>To be able to subsidise trips, uniform and other necessities.</p>	<p>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.</p>	All challenges

Total budgeted cost: £ 95,060

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 - 25 academic year.

24 – 25 Review

Headline Data 2025 St John's Cathedral Catholic Primary School

EYFS:

Good Level of Development	73%
Disadvantaged Good Level of Development	50%
National average	68%
National Average	Not published by DFE
LA average	65%
LA disadvantaged	48%

Phonics Yr 1:

Expected Standard	90%
National average	80%
Disadvantaged Expected standard	80%
National Disadvantaged	67%
LA average	78%
LA Disadvantaged Average	67%

Parent Survey – November 2025
Conducted at Parent/Teacher meetings

Q#	Question	Agree	Disagree
1.	My child is happy at St John's	100%	0%
2.	My child feels safe at St John's	100%	0%
3.	St John's makes sure that pupils behave well	100%	0%
4.	St John's staff listen and respond to any concerns that I raise	100%	0%
5.	St John's is a welcoming and inclusive community	100%	0%
6.	The school has high expectations for my child	15%	85% (2 responses)
7.	St John's has a strong Catholic identity	100%	0%
8.	The school lets me know how well my child is doing	100%	0%
9.	This school supports my child's spiritual and moral development	100%	0%
10.	I would recommend St John's to another parent	98%	2% (1 response)

Is there anything else you would like to tell us about what is going well or could be better at St John's?

- I am always being informed about important events
- Sense of belonging to the school as a family. Always being able to approach teachers and reception team.
- There is always such a lovely welcome from staff, they are always friendly and approachable. Always a lovely atmosphere in school. Thank you.
- Staff do a wonderful job, and my child is very happy in school. Thank you.
- Thank you. (4 responses)
- St John's has been a lovely school for my children. Thanks to all the amazing teachers for their hard work. God bless.
- Very grateful for all the support

September 25

Since the strategy was published, there have been significant and unexpected changes to staffing at the school due to unforeseen and sensitive circumstances. The ECAR teacher is currently acting as the Early Years Leader and the Deputy Head Teacher is currently acting as the SENCo. There is currently no school SILSA and reduced ELSA availability. This has had an unavoidable impact on the delivery of interventions.

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. The Deputy Head attends the HISP Pupil Premium Network training.

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
Family Learning opportunities	All parents/carers are confident in supporting their child in their learning	Parents have skills and knowledge to support children at home	Evaluation form sessions

		Parents know staff better and have confidence to seek support in the future	Feedback form staff on homework/reading etc.
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