Pupil premium strategy statement - St John's Catholic Primary School 2026-2027

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	183
Proportion (%) of pupil premium eligible pupils	5.5% (targeted)
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement for each academic year)**	2025/2026 to 2027/2028
Date this statement was published	December 2026
Date on which it will be reviewed	June 2026
Statement authorised by	Mary Price Headteacher
Pupil premium lead	Mary Price Headteacher
Governor / Trustee lead	Andre Letheren

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17,941
Pupil premium funding carried forward from previous years	0
Total budget for this academic year	£17, 941

Part A: Pupil premium strategy plan

Statement of intent

All members of staff and the governing body at our school accept collective responsibility for supporting pupil premium pupils.

We are fully committed to meeting their pastoral, social, and academic needs within a caring and nurturing environment.

Our intention is that all pupils—regardless of background or the challenges they face—make good progress and achieve well across all subject areas.

The focus of our pupil premium strategy is to ensure that these pupils are supported to reach their full potential, including those who are already high attainers.

As a Catholic school, our ethos and mission are rooted in the belief that every child should develop a love of learning and acquire the skills and abilities needed to fulfil their God-given potential.

We continually reflect on and research the barriers faced by disadvantaged pupils to ensure our provision is responsive and effective.

We also consider the challenges faced by vulnerable pupils, such as those with a social worker or those who are young carers.

The activities outlined in our strategy are designed to support all children's needs, whether they are disadvantaged or not.

Our whole-school ethos places a strong emphasis on well-being and mental health, recognising their importance in building resilience and self-esteem. High-quality teaching is central to our approach, with adaptive teaching and targeted support in areas where disadvantaged pupils need it most. This not only helps close the attainment gap but also benefits all pupils.

Our strategy is informed by robust diagnostic assessment and external research, including evidence from the Education Endowment Foundation (EEF) and the Sutton Trust.

We avoid assumptions and instead focus on individual needs and common challenges. The approaches we adopt are complementary and designed to help all pupils thrive.

Challenges

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

Challenge number	Detail of challenge
1	**Additional needs** 60% of PPG children are also SEND
2	**Attainment** Pupil premium children are more likely to be achieving below both class and national averages when compared to their non-disadvantaged peers, particularly in core subjects.
3	**Attendance** Present attendance is 91.6% which is below the whole school figure of 96.3%. Higher rates of illness and lateness.
4	**Emotional and social challenges** Many disadvantaged pupils experience lower self-esteem, reduced emotional resilience, and increased vulnerability, which can affect behaviour, engagement, and relationships in school.

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
Identification of SEND and personalised provision	• Improved progress for SEND and PP children. • Impact of interventions records and personalised child centred plans – Plan Do Review. • Tracking using Assessment Tools to identify gaps.
Attendance – reduce gap between PPG and non PPG	• Educational Welfare Office priority and monitoring • Weekly attendance tracking • Breakfast club offer to encourage children to come into school. . • Attendance is celebrated.
Progress and Achievement - All children eligible for pupil	• Quality first teaching including the use of TAs in each class.

premium funding will make at least expected progress from their starting points,	• Priority marking and targeted questions in daily lessons, weekly staff meeting discussion, additional dialogue with parents and tailored resources are provided. • Priority monitoring from the Headteacher • Booster group tuition in the Spring Term • Weekly 1:1 reading
	• Subsidised educational visits (free educational trips) 5 Pupil premium pupils will have in creased access to enrichment activities and experiences that broaden their horizons, build emotional resilience, and support personal development. • Enrichment opportunities • Subsidised rates for after school provision • Priority for enrichment opportunities • Priority for sports participation

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £7150

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardized diagnostic assessments (NFER and BSquared)	Diagnostic assessment | EEF Standardised assessments can indicate areas for development for individual pupils, or across classes and year groups.	1
Pupil Premium children alongside all children to receive quality first teaching using teaching assistants to facilitate targeted support	'Menu of approaches': evidence brief and supporting resources | Education Endowment Foundation (EEF) Teachers plan and deliver lessons that are inclusive and engaging and adapt their teaching to suit the needs of all learners. In addition, teaching assistants are strategically deployed to provide	2

	targeted support for disadvantaged children e.g. - Small group intervention - In class scaffolding - Pre and post teaching - Emotional wellbeing support	
Improve the quality of social and emotional learning (ELSA). Approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving_Social_and_Emotional_Learning in Primary Schools | EEF	4

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

Budgeted cost: £3760

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium children to attend booster clubs specific to support statutory assessments	Small group tuition | Teaching and Learning Toolkit | EEF	2
Pupils eligible for pupil premium are prioritised for Social and emotional learning (ELSA) interventions. This is led by a trained member of staff with content tailored to the needs of the individual.	Social and emotional learning | EEF	3
Pupil Premium children receive 1:1 reading once a week	One to one tuition | EEF	2

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

Budgeted cost: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium children to receive monitoring from the SLT. - Regular review of academic data - Participation in Pupil Progress meetings - Regular book looks to ensure standards are maintained	Evidence Statement: Senior Leadership Monitoring The Educational Endowment Foundation identifies that it is moderate impact for low costs based on moderate information (+4).	2
Pupil premium children receive additional monitoring to identify early dips in attendance.	Working together to improve school attendance: July 2026	3
Pupil Premium children with SEND receive additional support from the SENDCo including regular dialogue with parents, referrals to external professionals, resources etc.	Special Educational Needs in Mainstream Schools | EEF	1
Contingency fund for breakfast club attendance, trips and visits, uniform equipment etc.		All

Total budgeted cost: £17,941