

Pupil premium strategy statement

St John's Catholic Primary School 2024 – 2027

Year 2 2025/2026

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	302
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers	2024 – 2027 Year 2 2025 - 2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Kim O'Rourke
Pupil premium lead	Debbie O'Mahony
Governor / Trustee lead	Mike Simmons

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£73,735
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£73,735

Part A: Pupil premium strategy plan

Statement of intent

St John's Catholic Primary School was founded in 1927 by the Sisters of St John of God with the aim 'to give concrete expressions to God's compassionate care **for all people** and the whole of creation'. Our school delivers an ambitious curriculum and provides pupils with a sequenced introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been 'thought and said' which helps engender an appreciation of human creativity and achievement. Catholic Social Teaching principles are embedded into and beyond the classroom-based curriculum. These include stewardship, valuing the dignity of work, options for the poor and vulnerable, our rights and responsibilities, solidarity and the common good, the importance of family and community and dignity of the human person.

St John's prides itself on creating an inspiring learning environment focussed on academic and social excellence. The curriculum is just one element in the education of every child at St John's. The well thought out systemic learning programme ensures there is time and space in the school day and in each week, term and year to gather components of knowledge and experiences beyond the curriculum specifications. The education offer we provide ensures each child's cultural capital builds year on year. We thoughtfully consider the rationale for our exciting and stimulating learning opportunities to promote the development of pupils' knowledge, understanding, faith and skills as part of the wider school curriculum. Our community seeks to inspire engaging, inquisitive and passionate learning, leading to action and confidence to live out the Gospel teachings.

Equality of opportunity for all pupils is central to our mission statement and a core belief. The ambitious curriculum and systematic component learning is rigorously planned to ensure that there are no barriers to achievement. The needs of pupils whose first language is not English are particularly prevalent to our school community.

Our ultimate objectives are:

- *For every child to enjoy school life and access a rich and broad curriculum which develops their unique gifts and talents*
- *To narrow the attainment gap between disadvantaged and non-disadvantaged pupils*
- *To support all children's health and well-being to enable them to be successful – high ambition for all*

Challenges

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

Challenge number	Detail of challenge
1	Assessments suggest some disadvantaged pupils have greater difficulties with phonics than their peers. This negatively impacts their development as fluent readers and access to the wider curriculum.
2	Assessments indicate that writing attainment among some disadvantaged pupils is significantly below that of non-disadvantaged pupils.
3	Observations have identified that some pupils from disadvantaged groups do not have access to daily quality age appropriate play experiences. A human right of every child.
4	Assessments have identified increased social and emotional needs for some pupils from disadvantage groups has a negative impact on children's learning behaviours and levels of anxiety.
5	Review of attendance data over previous years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. Absenteeism negatively impacts disadvantaged pupils' academic progress and joy of school.
6	Monitoring has identified that some children from disadvantaged groups do not have the opportunity for rich cultural capital experiences.
7	Monitoring has identified that some parents from disadvantaged groups do not engage in school life which can sometimes act as a barrier to the potential success of their child.

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 children access high quality teaching daily	Internal and external assessments will indicate that quality of teaching is improving, Teachers will know, use and talk about the guiding principles of QFT (EEF 2020)
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2026/27 show that more than 80% of disadvantaged pupils met the expected standard. KS1 phonics outcomes in 2026/27 show that

	more than 80% of disadvantaged pupils meet the expected standard
Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2026/27 show that more than 80% of disadvantaged pupils met the expected standard.
All children, particularly disadvantaged pupils, will achieve and sustain improved wellbeing.	Sustained high levels of wellbeing by 2026/27 demonstrated by: • Qualitative data from student voice, student and parent surveys and teacher observations • Pupil voice collated on OPAL experience and impact on wellbeing and anxiety levels • Increased engagement of Breakfast Club and After School Club • Increased participation in enrichment activities, including residential trips, school visits and cultural capital experiences. • Pupil Leadership opportunities for all children in Year 5/6 • Wiltshire LA childhood wellbeing survey January 2026
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: • the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. • the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 10% lower than their peers.

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement the evidence informed CUSP curriculum to support quality first teaching of writing from Year 1 to Year 6. Professional development meetings allocated to staff development to ensure the curriculum is interpreted and delivered consistently. Purchase Kinetic Letters handwriting programme Release time for subject leader to monitor implementation.	EEF Speed and fluency as important as accuracy for good writing The EEF publishes seven-step plan to help teachers boost primary school pupils' literacy skills'. The writing process, according to the EEF's 'Improving Literacy In Key Stage 2' guidance report, can be broken down into 7 stages: Planning, Drafting, Sharing, Evaluating, Revising, Editing and Publishing. 8 Dec 2018 Teach handwriting to EYFS children three times per week from September 2025, Teaching primary school pupils to write and spell quickly as well as accurately is the basis for good writing, according to a new seven-step plan to help boost reading and writing skills for seven to 11 year olds.	2
Professional development opportunities for all staff to understand the theory and introduce Outdoor Play and Learning (OPAL) curriculum.	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	3,4,6

Release time for OPAL Lead.		
Focus on evidenced informed practice supporting pedagogy during weekly Teachers professional development meetings and upskilling of Teaching Assistants	EEF toolkit - There is some evidence that collaborative learning approaches may benefit those with low prior attainment by providing opportunities for pupils to work with peers to articulate their thinking, share knowledge and skills and address misconceptions through peer support and discussion. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/meta-cognition-and-self-regulation There are positive impacts from a wide range of feedback approaches – including when feedback is delivered by technology or peers. Impacts are highest when feedback is delivered by teachers. It is particularly important to provide feedback when work is correct, rather than just using it to identify errors https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	1 and 2
Implement the evidence informed KS2 Reading Fluency program	The EEF's primary literacy guidance reports state that, in the early stages of literacy learning, pupils benefit from explicit instruction in and modelling of reading comprehension strategies. The EEF is clear that teaching these evidence-informed strategies can support children to understand and	

	interpret texts. These strategies are instructional techniques that teachers can use to develop pupils' successful comprehension and to build understanding of a text.	
Implement the evidence informed LKS2 Times Tables Fluency training program with Numbersense	https://d2tic4wvo1iusb.cloudfront.net/production/eeef-guidance-reports/maths-ks-2-3/EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf All LKS2 Teachers and Maths lead complete four sessions of Maths CPD to support quality first teaching of times tables. From January Teachers teach the scheme with fidelity.	
Implement the evidence informed Mastery Number (KS1)	Mastering number – EEF trial ‘ Although the Mastering Number programme has not yet been independently evaluated, its content aligns with existing evidence on early numeracy. Two influential studies (Gray and Tall, 1994; Dowker, 2013) found that young children struggling with mathematics often use more difficult methods, such as counting procedures, rather than known number facts. Mastering Number aims to provide a more flexible approach to mathematics, helping children decompose and recombine numbers. This approach further supported by a Nuffield-funded review on teaching basic arithmetic using manipulatives (Griffiths, Back, and Gifford, 2016). ‘	
Implement the evidence informed Cracking Communication	EEF Early Years toolkit ‘Overall, studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make seven months’ additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.’	

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ TA/HLTAs in each Phase so that children can be taught in smaller groups for either reading and maths	EEF toolkit – smaller class sizes (+2m) Research evidence suggest that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations. Some studies have also found that smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils than their peers.	1 and 2
TAs to support adapted curriculum - small group and 1:1 sessions	EEF - Research which focuses on TAs who provide one to one or small group targeted interventions shows a stronger positive benefit of between 4 and 6 additional months on average. EEF - There is also evidence that working with TAs can lead to improvements in pupil's attitudes to learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1 and 2

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture and THRIVE support across the school	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance,	4,6,7

Parent Support Adviser to support parental needs	attitudes, behaviour and relationships with peers): https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning & https://www.thriveapproach.com/courses/practitioners	
Embedding principles of good practice set out in the DfE's 'Improving School Attendance' advice. Training and release time for the Attendance Champion SLT and an office staff member to develop and implement procedures to improve attendance. (0.1 Inclusion lead time for PP work).	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment	5
Contingency fund for acute issues and provision of trusted and supportive adults.	Some of the disadvantaged pupils who are experiencing difficult family circumstances will be well supported by trusted adults in school. Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs of disadvantaged pupils that have not yet been identified.	6,7
Ongoing targeted well-being support for all children: - Mile a Day - Mindfulness - Leadership opportunities for all KS2 children	EEF - 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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	3,4,5,6

- Work with Mental Health Support Team - Climbing wall - Skippy John - I Can bus - Charlie Waller workshops for Y5/6	Mile a day / extra curricular sports https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	
Continue to provide a wide range of rich opportunities for all disadvantaged pupils - Forest School - Art Therapy - Music Tuition - Whole class violin lessons in Y3 and Y4 - Support some disadvantaged pupils to access extra-curricular activities both in and out of school eg after school clubs, reading books, breakfast club, after school provision. - Book club vouchers for every disadvantaged child - Bath Rugby Foundation - Phunky Foods	Forest School https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning Additional music tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	3,4,5,6,7

Total budgeted cost: £ 73,735

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attendance

Academic Year	Whole School %	Non PP %	PP %
2021-2022	93.9%	94.47%	90.12%
2022-2023	94.4%	95.3%	88.06%
2023-2024	94.3%	95.75%	92.82%
2024-2025	95.6%	95.8%	94.2%

Key Stage 2 Attainment

Subject	% working at Expected Standard or above	% working at Greater Depth within the Expected Standard
Reading, Writing and Maths Combined	54.5% Wiltshire LA = 58.4%	11.4% Wiltshire LA = 7.6%
Reading (Test)	81.8% Wiltshire LA = 73.4%	36.4% Wiltshire LA = 32.7%
Writing (Teacher Assessment)	68.2% Wiltshire LA = 70%	16% Wiltshire LA = 12.2%
Maths (Test)	68.2% Wiltshire LA = 71.8%	25% Wiltshire LA = 21.9%

Grammar, Punctuation and Spelling (Test)	77.3% Wiltshire LA = 69.2%	27.3% Wiltshire LA = 24.6%
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Reading Writing Maths Combined

	Number of children	Number of children which met Expected Standard	Percentage
PP children	7	3	42.9%
Non PP Children	37	21	56.8%

Reading

	Number of children	Number of children which met Expected Standard	Percentage
PP children	7	5	71.4%
Non PP Children	37	31	83.8%

Writing

	Number of children	Number of children which met Expected Standard	Percentage
PP children	7	5	71.4%
Non PP Children	37	25	67.6%

Maths

	Number of children	Number of children which met Expected Standard	Percentage

PP children	7	4	57.1%
Non PP Children	37	27	73.0%

Parental engagement

Two parent teacher consultations were held face to face in 2024/2025. Parents are regularly invited into the school including for termly Class Liturgies, whole school Masses, OPAL play sessions and the annual pilgrimage. Sports Day was an open event for parents/carers to attend. Parent workshops in KS1 for Phonics and Maths.

Improved oral language skills

Knowledge Organisers include key vocabulary. Increase opportunities to develop oracy skills throughout the curriculum.

Improved well being

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted including from COVID pandemic. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Phonics Curriculum	Sounds Write
Play for all	Outdoor Play and Learning (OPAL)

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#)..
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, pupils and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We used the [EEF's implementation guidance](#) to help us develop our strategy and we will continue to use it through the implementation of activities. Our Inclusion Lead attended Local Authority training (Wiltshire LA - Making it Happen) which gave guidance and support around developing this strategy.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

Teaching (for example, CPD, recruitment and retention)

Activity	Review 2024/2025
CPD to embed the use of Sounds Write across the school.	Staff continued to receive training from Sounds Write Lead. KS1 provision – small groups led by teachers/ HLTAs and TAs Sounds Write introduced and embedded in to Lower Key Stage2. Learning walks. Ramsbury Hub involved with monitoring.
<i>Staff CPD to develop Quality First Teaching</i>	Head teacher led teacher and TA staff meetings on QFT Included sessions on metacognition. Learning walks. Subject leaders attended Collaborative Schools sessions with other local schools.
<i>Develop a love for reading across the school</i>	Subject leader for reading led staff meetings. Focus on the environment – development of book areas / library. Pupils to take two books home – one for the love of reading Pupil voice gathered. PP children given vouchers to buy a book at the school run book club.

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

Activity	Review 2024/2025
Employ HLTAs in each Phase so that children can be taught in smaller groups for English and maths	Continued to embed this ongoing provision. HLTA in KS1, LKS2 and UKS2.
TAs to support adapted curriculum -	Phase leaders continued to manage the pick-ups so that any misconceptions could be quickly identified and resolved.

small group and 1:1 sessions	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Teachers/HLTAS and TAs were used so that Key Stage1 pupils could be split in to smaller groups for their Phonic sessions.

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

Activity	Review 2024/2025
Continue to support well-being for all children: - training for new ELSA - develop new ELSA/ELTA room - embed THRIVE whole class assessment - train TAs to support those children who are not at the right stage of development for their age. - Mile a Day - Mindfulness - peer mediation - anti-bullying ambassadors - work with Mental Health Support Team	School continued to work closely with MHST. New PSA appointed Feb 2025 Children are Leaders of a particular area eg Helping Hands, Chapel, Outdoor Learning, Reading Champions.
Continue to provide a wide range of opportunities for all pupils - Forest School in Y5 - whole class violin lessons in Y3 - when the need is identified, to support PP children to be able to access extra-curricular activities both in and out of school eg clubs,	Outside clubs – 5 pupils £614 Breakfast Club - 0 Extended day club – 4 pupils £230 Music lessons – exc funding from music service 3 pupil £313.80 Residential – 13 pupils £2781 AGAT courses at Braeside - 6 pupils £300 Counselling – 0 School trips – 5 pupils £70.10 Book club books - 34 books £119 Re-energise sessions - £660

reading books, breakfast club, after school provision.	
Promote good attendance through: - Weekly attendance on school website - Termly analysis of attendance, followed up by letters/meetings when necessary - Support from PSA - Liaise with EWO and other agencies	Regular reminders in fortnightly newsletter. Mid year attendance letters sent with school reports – March 2024. Followed up with phone calls/emails if needed. Inclusion Lead held SAM meetings. School admin officer sent letters to families who were close to reaching threshold of 10 unauthorised absences. Targeted Review meetings held with EWO x2

APPENDIX B – Wiltshire Disadvantaged Learners Charter

[Wiltshire Educational Disadvantage== Charter \(1\).pdf](#)