

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 John Henry Newman Catholic Primary School
Number of pupils in school	55
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers.	2022/2023 to 2025/2026
Date this statement was published	November 2022
Date on which it will be reviewed	June 2023
Statement authorised by	Mark Cooper Headteacher
Pupil premium lead	Sandra Lopez Early Year Leader
Governor / Trustee lead	Flavio Vettese Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 9695
Recovery premium funding allocation this academic year	£0
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	£9695

Part A: Pupil premium strategy plan

Statement of intent

At St John Henry Newman Catholic Primary School, we want all pupils, irrespective of their background or the challenges they face, to make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in diagnostic assessment and observations of disadvantaged pupils. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Lower attendance of disadvantaged children of 88.97% compared to 94.92% for non-disadvantaged children during the Autumn Term (1). Our observations indicate that absenteeism has negatively impacted on disadvantaged children's self-esteem and progress.
2	Assessments, observations and discussions with pupils show that disadvantaged pupils are generally further behind across Early Years and Key Stage 1 with phonics and reading compared to non-disadvantaged which impacts their ability to access the wider curriculum.

3	Assessment and observations of disadvantaged children show that parental engagement (reading nights and homework) is low and not supporting learning at home.
4	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are more prevalent among our disadvantaged pupils than their peers.

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
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> • Overall attendance for all pupils is 97%+ with disadvantaged pupils and non-disadvantaged pupils in line • Persistent absenteeism for all pupils is below national average with disadvantaged pupils and non-disadvantaged pupils in line
Improved phonics outcomes for disadvantaged pupils in Early Years and Key Stage 1 children lead to KS2 reading outcomes inline with their non-disadvantaged peers.	<p>Statutory assessments show:</p> <ul style="list-style-type: none"> • 90%+ of disadvantaged pupils in Y1 and Y2 phonics pass the phonics screening check in 2022/23 • KS2 reading outcomes in 2025/26 show that more than 80%+ of disadvantage pupils met the expected standard
Reading nights/homework completion line with non-disadvantaged peers	<ul style="list-style-type: none"> • 90% or more of disadvantaged children to be green for reading nights from end of year 2022/23 • 80% of disadvantaged pupils by the end of 2025/26 will be engaged with activities for homework
Improved oral language skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none"> • Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.

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: £ 5,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	2 and 4.
Talk for writing CPD for teachers, leadership time to form, facilitate and deliver a 2-year action plan.	A three-stage pedagogy of imitation, innovation and invention aim to improve writing ability by giving pupils an understanding of the structure and elements of written language. There is not enough evidence to support this approach. Although, during initial trials in 2014 most headteachers and teachers reported a positive impact on pupil attitudes, progress and attainment. However, the evaluation was not able to securely estimate the impact of the programme on academic attainment, and prior research evidence provides a mixed amount of support for the principles underlying the approach. EEF Talk for Writing	2 and 4

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

Budgeted cost: £2,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2 and 4

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

Budgeted cost: £ 2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1
Improve parental engagement through workshops around phonics, reading, homework, how to support your child	Parental engagement strategies are low cost and have a strong evidence base that indicates a positive impact, particularly in EYFS (+5 months) and across the rest of school (+4 months)	2, 3 and 4

during the primary school years book and a survey to identify any additional needs	Parental Engagement Toolkit EEF	
Contingency fund for acute issues.	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 that have not yet been identified.	All

Total budgeted cost: £10,000

Improve parental engagement through workshops around phonics, reading, homework, how to support your child during the Parental engagement strategies are low cost and have a strong evidence base that indicates a positive impact, particularly in EYFS (+5 months) and across the rest of school (+4 months) 1 10 primary school years book and a survey to identify any additional needs

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.