

Pupil premium strategy statement – St John Henry Newman Catholic Primary School

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	212 (previous year) 339 (Sept 24)*
Proportion (%) of pupil premium eligible pupils	11% (24 pupils, previous year) 14% (47 pupils, Sept 24)
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	October 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Mark Cooper
Pupil premium lead	Jason Sayers
Governor / Trustee lead	

*As a rapidly growing school, we face a significant funding deficit. With our Pupil Premium numbers doubling over the summer holidays, our allocated funding does not align with our current needs.

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£35,520
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£35,520

Part A: Pupil premium strategy plan

Statement of intent

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective, they are founded on the following EEF principles:

- Leaders focus on a small number of priorities in each year in areas likely to make the biggest difference.
- It is embedded within a wider strategic cycle and impact is reported termly in the Headteacher report and Assessment Point Analysis.
- Our approach is linked closely to EEF evidence.
- We will spend some of our PPG funding on non-academic interventions, such as improving attendance as this will boost attainment and pupil's mental wellbeing.

Our intention is that all pupils, irrespective of their background or the challenges they face, 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 who are young carers. The activity we have outlined in this statement is also intended to support pupils' 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 in this plan, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Inspiring Lives – High Aspirations for All

Our school motto, Inspiring Lives, reflects our commitment to empowering every pupil, especially those receiving Pupil Premium support, to believe in their potential and strive for excellence. We are dedicated to fostering an environment where high aspirations are standard, helping each student build resilience, confidence, and a sense of purpose. Through nurturing these values, we aim for all our pupils to achieve success, equipped

with the skills and self-belief to positively impact their own lives and the world around them.

Our key principles are:

- PP pupils' attendance improves year on year, aiming for at least 95%.
- Disadvantaged pupils make faster progress in oral language, reading, writing, and maths.
- Lessons follow the school's structured model to ensure consistently high-quality teaching.
- Pupils' academic and social success is supported, not hindered, by their SEMH development.
- PP pupils in Foundation Stage achieve accelerated progress to reach the Good Level of Development.
- PP pupils with SEND receive carefully tracked, tailored support to meet their EHCP or learning plan targets.
- All pupils have equal access to clubs, extracurricular activities, and enriching experiences.

Challenges

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

Challenge number	Detail of challenge
1	Attendance amongst those pupils in receipt of PPG is lower than that of their peers. Last year 51 % of PP pupils missed over 5% of school, compared to 17% for non-PP. Attendance needs to be closely monitored to ensure pupils can access high-quality teaching.
2	The proportion of pupils with SEND is significantly higher for pupils in receipt of PPG. 26% of pupils in receipt of PPG are SEND compared to 10% for non-PP pupils. 4 PP pupils have an EHCP.
3	Assessment and tracking of the small steps of progress for our disadvantaged SEND pupils. Precise tracking will ensure that the targeted provision enables them to meet their targets.
4	Attainment entry points of disadvantaged pupils are below that of other pupils in each of oral language, reading, and mathematics across the school – this is limiting their progress.
5	Disadvantaged pupils struggle with poor executive function and various social and emotional challenges, which hinder their ability to stay focused during lessons, impairing their ability to learn and affecting their social, emotional and mental health (SEMH) development.

6	Gaps in writing for PP across the school are significant. At the end of KS1 20% of PP pupils achieved ARE compared to 56% for non-PP pupils. At the end of KS2 50% of PP pupils achieved ARE compared to 83% for non-PP pupils. This is limiting the combined attainment of reading, writing and maths for all pupils.
7	The key challenge our school faces is providing effective support for a diverse and newly arrived student population, particularly those from Black African heritage. Currently, around 1/3 of our students belong to this group, and the vast majority of them are new to the country, with our school being their first experience of education in the UK. This presents a unique set of challenges, especially among disadvantaged students, who come with a wide range of prior schooling experiences, often accompanied by significant gaps in their knowledge and skills.

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
Attendance of PP pupils improves compared to the previous year or is at least 95% across the year.	Attendance for PP pupils increases towards 95% or above. Persistent absence rates decrease compared to last year.
Progress is accelerated in oral language, reading, writing and mathematics for disadvantaged pupils.	Internal and statutory assessments show that the gap between disadvantaged pupils and other pupils is narrowing. Disadvantaged pupils will receive targeted interventions to enable them to make progress from their starting points. The needs of new starters are rapidly assessed and pupils receive the appropriate level of support. Internal assessments demonstrate accelerated progress for pupils with SEND as a result of targeted intervention.
Teaching is of a high quality and lessons consist of a consistent structure in line with our school's teaching and learning model i.e. Prepare, Previous, Practice, Produce	Prepare: Lessons are well-prepared with suitable models and scaffolding. Previous: Lessons consistently offer opportunities for teachers to retrieve knowledge from long-term memory.

	<p>Practice: Pupils engage in guided and independent practice with a high success rate.</p> <p>Produce: Lessons regularly provide opportunities for pupils to apply learning independently.</p>
Pupils' academic and social achievements are not hindered by SEMH development.	<p>Pupils basic needs are met (e.g. food, uniform, social opportunities)</p> <p>Pupils' behaviour is excellent in lessons and at break times.</p> <p>Pupils' attainment continues to improve across all subjects.</p> <p>Pupils have strategies of self-regulation and metacognition that allow them to cope with difficult situations.</p>
PP pupils in FS to make accelerated progress through targeted interventions so that they achieve the Good Level of Development	100% of PP pupils (without significant SEND) to achieve GLD at the end of Foundation Stage.
All PP pupils with SEND to have their needs identified and met with high-quality teaching and internal/external additional provision so that they meet targets set on their learning plans or EHCPs.	<p>Assessment for pupils with SEND is granular in order to measure progress.</p> <p>Pupils have SMART targets based on regular assessment.</p> <p>Pupils to be prioritised for intervention.</p>
Ensure all children have equitable opportunities across the school, regardless of background, with access to a clubs and enriching experiences.	The school delivers a wide variety of outstanding extracurricular sporting and cultural activities, along with trips and experiences, accessible to all pupils.

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: £12,376

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure all new and relevant staff have received training to deliver phonics sessions effectively and with fidelity to the scheme.</p> <p>RWInc Training Day £900</p>	<p>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.</p> <p>Phonics (+5 months)</p>	2, 3,4,5
<p>The PPG will partially fund an assessment solution for pupils well below ARE.</p> <p>£400</p>	<p>The Pupil Premium Grant (PPG) will partially fund an assessment solution for pupils working significantly below age-related expectations (ARE), focusing on assessing and celebrating small steps of progress for pupils with SEND.</p>	2, 3
<p>Classroom Teaching Assistant to carry out afternoon interventions. Salary partially funded by PPG.</p> <p>£11,076</p>	<p>Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils.</p> <p>Teaching Assistant Interventions (+4months - EEF Toolkit)</p>	2,3,4,5,6

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

Budgeted cost: £16,538

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Early assessment and intervention for pupils with weak communication and language.</p>	<p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives. Due to our school being brand new, it is crucial to identify the needs of the pupils to ensure those that need it can make accelerated progress.</p> <p>Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one. (EEF Toolkit)</p> <p>Oral Language Intervention (+6 months - EEF Toolkit) Communication and Language (+7 months – Early Years Toolkit)</p>	<p>2, 3, 4</p>
<p>Disadvantaged pupils have phonics interventions as part of their 1:1 reading lessons – this includes Fresh Start for children in Years 5 and 6.</p> <p>5 hours per week of intervention time is</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions are more effective when delivered as regular sessions over a period of up to 12 weeks.</p> <p>Phonics (+5 months - EEF Toolkit)</p>	<p>2,3,4</p>

<p>funded by PPG. This is reflected in the funding allocation shown below.</p> <p>£5,538</p>		
<p>Establish small group interventions with our teaching assistants for disadvantaged pupils falling behind age-related expectations. These will prioritise PP pupils with a particular emphasis on oral language, maths, reading and writing.</p> <p>Partial funding of Teaching assistant with Speech and Language responsibility. 55% of the SaLT case load are PP pupils. This is reflected in the funding allocation shown below.</p> <p>£7,000</p>	<p>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition.</p> <p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.</p> <p>Teaching Assistant Interventions (+4months - EEF Toolkit) Early Numeracy Approaches (7+ months – Early Years Toolkit)</p>	<p>2,3,4</p>
<p>Pastoral support provided to pupils throughout the day.</p> <p>Currently, 25% of the support provided is specifically allocated for Pupil Premium (PP) pupils. This is reflected in the funding allocation shown below.</p>	<p>Enhancing pupils' social and emotional well-being, as well as their ability to self-regulate, leads to notable improvements in academic outcomes. Interventions focused on behaviour management and minimising disruptions in the classroom further contribute to substantial gains in pupils' learning progress.</p> <p>Metacognition and Self-regulation (+7 months)</p>	

£3,500		
<p>Music Tuition / Therapy</p> <p>Free recorders provided to pupils.</p> <p>Subsidised 1:1 tuition</p> <p>£500</p>	<p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.</p> <p>Arts Participation (+3 months)</p>	5

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

Budgeted cost: £6,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Disadvantaged pupils will be offered funded places to breakfast and after-school clubs.</p> <p>£2500</p>	<p>Meeting pupils' general needs has a significant impact on their learning ability. Through both the Breakfast Club (BC) and After-School Club (ASC), pupils receive nourishment and stimulation to help them start the day well-prepared, on time, along with social interactions that support their social, emotional, and mental health (SEMH) and self-regulation.</p>	1, 5
<p>Subsidise educational visits and residential</p> <p>£800</p>	<p>As part of the school's commitment to providing a broad, knowledge-rich curriculum, pupils must be given opportunities to access experiences and visits that they might not otherwise have. With the school's support, these experiences help to enhance their life chances and broaden their horizons.</p>	All
<p>Disadvantaged pupils who do not have a uniform will be provided with one.</p> <p>£1,500</p>	<p>Uniforms will be provided to disadvantaged pupils when necessary to promote equality by reducing visible socioeconomic differences and help to create a sense of belonging.</p>	5

<p>Incorporating the key practices outlined in the Department for Education’s Working Together to Improve <i>School Attendance</i> guidance.</p> <p>LA Attendance Service</p> <p>£500</p>	<p>Poor attendance often becomes a habit, making prevention and early intervention essential (DfE, March 2022). Through weekly data monitoring, the Attendance Lead and officer can step in early and apply formal procedures consistently. The Department for Education (DfE) highlights a strong connection between regular attendance and better outcomes.</p> <p>Working together to improve school attendance - GOV.UK</p>	<p>1</p>
<p>Pastoral support for emotional wellbeing, behaviour and welfare of pupils.</p> <p><i>Costs allocated in previous section “Targeted academic support”.</i></p>	<p>Pastoral staff supports hard to reach PPG families to improve and promote sustainable attendance.</p> <p>Parental Engagement (+4/5 months)</p>	<p>1,2,4,5,6,7</p>
<p>Funds set aside for acute issues.</p> <p>£1,000</p>	<p>With the regular intake of new pupils, the needs of our disadvantaged students can shift unexpectedly, often increasing the demand for support. To ensure we’re prepared to respond promptly, we’ve allocated a reserve of funding to address these needs as they arise.</p>	<p>All</p>

Total budgeted cost: £35,214

As a rapidly growing school, we are currently facing a significant funding shortfall. Over the summer, the number of our Pupil Premium-eligible students doubled, yet our allocated funding has not increased to match this need. To bridge this gap, we’re drawing on funds from other areas of the school’s budget, particularly to help cover the costs of our support staff who are essential in providing targeted assistance to these students.

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The number of Pupil Premium (PP) students has increased steadily alongside overall pupil enrolment, rising from 29 pupils (13%) in November 2023 to 44 pupils (15%) in July 2024. As a rapidly growing school that serves as a transitional space for some students, we experience above-average pupil mobility.

Out of the 44 PP pupils, 8 (18%) have SEND. Among the SEND group, 2 pupils have an Education, Health, and Care Plan (EHCP), while the remaining 6 received SEND Support.

Internal Assessment Data for PP Pupils: Autumn 2023 to End of Year 2024 for Years 1-6

	Nov-23				End of Year			
	Reading %	Writing %	Maths%	Combined %	Reading %	Writing %	Maths %	Combined %
Year 1	14	14	29	14	60	30	70	30
Year 2	0	0	33	0	60	20	40	20
Year 3	50	50	50	50	60	60	80	60
Year 4	50	100	100	100	33	0	33	0
Year 5	45	40	20	20	71	43	57	43
Year 6	45	25	13	13	50	50	67	50

From November 2023 to End of Year, most saw improvements in reading, writing and maths, although progress in writing has generally lagged behind the other two subjects. The number of pupils achieving the expected standard in each subject, however, is still significantly lower than non-PP pupils.

Among PP pupils, 11 out of 44 improved their attendance to at least 90% or above the national average of 95%. However, 24 out of 44 pupils recorded attendance below 90% in at least one term.

Our pastoral and attendance teams have increased family engagement, tailoring efforts to address the unique needs of each pupil. For instance, funding was allocated for taxis to transport students to school, and senior leadership team members dedicated time to collect pupils. We invested £2,500 in providing breakfast and after-school clubs. Despite these initiatives, persistent absence levels among PP pupils did not show significant improvement from the Autumn term: only 3 out of 24 pupils improved their attendance to above 90%, and 1 pupil reached 95% or higher. One pupil improved their attendance by 25% compared to their initial persistent absence.

The growing engagement of families with our pastoral and attendance teams has fostered a supportive relationship, enabling parents to understand the importance of regular attendance and its positive impact on their children's education.

At the end of Year 1, 89% (8 out of 9) of PP pupils passed the PSC. The only pupil who did not pass, joined our school in June 2024 and therefore missed the benefit of our high-quality phonics instruction. This outcome demonstrates that pupils who attend our school achieve strong results in phonics. For comparison, 92% of non-disadvantaged pupils passed the PSC. Initial assessments revealed that PP pupils scored an average of 20 compared to 26 for non-PP pupils. By June 2024, this gap had significantly narrowed, with both groups scoring an average of 34.

Out of 4 pupils, including 2 with significant SEN, 1 pupil achieved GLD at the end of the year.

Learning plans are implemented to set ambitious targets for pupils needing support, enabling them to make at least good progress from their starting points. 84% of PP pupils received reading-related interventions beyond the core curriculum, which included weekly one-on-one reading sessions for target readers. The whole school benefits from dedicated reading time, and incentives for reading homework encourage all pupils to engage with reading at home.

In Year 6, 'Key Marginal Pupils' are taught in smaller class sizes with experienced teachers for both reading and mathematics. These groups included 45% of PP students (5 out of 11). Across the whole school, 55% of PP pupils receive mathematics-related interventions. Of these pupils, 50% made progress from their starting points. In Year 5, two classes were divided into three smaller groups, all taught by experienced teachers. Target Maths groups focus on addressing pupils' specific needs, facilitating accelerated progress through the curriculum to help close gaps with their peers. These groups are led by trained teaching assistants and maintain a ratio of 1:4, with approximately one-third of the pupils being PP students.

33% of PP pupils received targeted writing intervention which was also lower for non-PP pupils as we prioritised high-quality writing instruction. Of these pupils, none made progress from their starting points. At the end of the year, 30% of all PP pupils achieved *EXS* in writing, which shows only a modest improvement from the 14.3% in November. This highlights that the impact of the targeted interventions in writing has been limited. Despite pupils attending sentence-level interventions and after-school writing clubs, 70% of pupils remain *Working Towards Standard (WTS)*, suggesting that the current strategies are not fully addressing the writing challenges faced by the majority of pupils. The limited progress indicates that additional support is needed, not just through targeted interventions but also within the classroom environment. A stronger focus on quality first teaching approaches may be

necessary to better meet the needs of Pupil Premium (PP) pupils, ensuring that writing skills are effectively developed across all lessons.

In our English lessons, communication and language development are carefully woven into the teaching of reading and writing. Through the use of the Read Write Inc. (RWI) phonics and spelling programmes, children are given structured opportunities to practise speaking, listening, and writing. Phonics lessons, for instance, provide chances for pupils to read aloud, hold sentences in their heads, and articulate sounds clearly, all of which help to strengthen their spoken language skills. Vocabulary building is also a core element, with new words introduced and reinforced during these sessions.

In our reading lessons, vocabulary teaching is thoughtfully planned to help pupils deepen their understanding of language. When a new text is introduced, key vocabulary is identified and explored with the children. Rather than simply giving definitions, teachers encourage discussions about the meaning of words, how they're used in different contexts, and where they come from. This helps pupils connect with the language in a meaningful way. Vocabulary isn't just taught in isolation but is revisited throughout the reading sessions, giving pupils the chance to use and apply new words in both conversation and writing. This approach ensures that expanding their vocabulary becomes a natural part of reading, helping them to engage more fully with the texts and express themselves more confidently. 73% (29) of PP pupils received targeted reading intervention. Of these pupils, 45% (13) made progress from their starting points.

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

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

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, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.