

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	339 (previous year) 413 (Sept 25)*
Proportion (%) of pupil premium eligible pupils	14% (48 pupils, previous year) 15% (62 pupils, Sept 25)
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
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	£71,205
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£15,483.08
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>	£86,688.08

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. 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.
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. 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.
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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.	<p>Attendance for PP pupils increases towards 95% or above.</p> <p>Persistent absence rates decrease compared to last year.</p>
Progress is accelerated in oral language, reading, writing and mathematics for disadvantaged pupils.	<p>Internal and statutory assessments show that the gap between disadvantaged pupils and other pupils is narrowing.</p> <p>Disadvantaged pupils will receive targeted interventions to enable them to make progress from their starting points.</p> <p>The needs of new starters are rapidly assessed and pupils receive the appropriate level of support.</p> <p>Internal assessments demonstrate accelerated progress for pupils with SEND as a result of targeted intervention.</p>
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	<p>Prepare: Lessons are well-prepared with suitable models and scaffolding.</p> <p>Previous: Lessons consistently offer opportunities for teachers to retrieve knowledge from long-term memory.</p> <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>

<p>Pupils' academic and social achievements are not hindered by SEMH development.</p>	<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>
<p>PP pupils in FS to make accelerated progress through targeted interventions so that they achieve the Good Level of Development</p>	<p>100% of PP pupils (without significant SEND) to achieve GLD at the end of Foundation Stage.</p>
<p>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>	<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>
<p>Ensure all children have equitable opportunities across the school, regardless of background, with access to a clubs and enriching experiences.</p>	<p>The school delivers a wide variety of outstanding extracurricular sporting and cultural activities, along with trips and experiences, accessible to all pupils.</p>

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: £31,673.48

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Deployment of a Pupil Premium-funded Teaching Assistant to provide targeted same-day afternoon catch-up support in Years 3 and 5.</p> <p>The TA will deliver structured interventions and small-group teaching to address gaps in core learning for disadvantaged pupils, with a focus on writing and mathematics.</p> <p>£28,141</p>	<p>Teaching Assistant interventions are most effective when structured, linked to classroom learning, and targeted at specific knowledge gaps. According to the EEF, well-trained TAs delivering structured interventions can accelerate pupil progress by +4 months, particularly for lower prior attaining and disadvantaged pupils. Afternoon sessions maximise focused learning time without pulling pupils from core lessons, supporting sustained curriculum access and progress.</p>	<p>2, 3, 4, 5, 6</p>
<p>TLR-funded leadership role focused on Pupil Premium strategy. The postholder will coordinate provision across the three EEF tiers, monitor the impact of interventions, lead internal reviews, and oversee targeted projects (e.g. vocabulary development) to improve outcomes for disadvantaged pupils.</p> <p>TLR2a £3,214</p>	<p>The EEF and DfE recommend that schools appoint a dedicated leader for disadvantaged pupils to drive strategic, evidence-informed decisions and maximise impact. Leadership capacity is critical for evaluating provision and sustaining improvements. A named PP lead ensures systematic use of data, alignment to the tiered model, and coordination of teaching, intervention, and wider strategies. This approach supports accountability and helps close attainment gaps when provision is effectively led and reviewed.</p>	<p>All</p>

<p>Implementation of a whole-school vocabulary development project led by the Pupil Premium lead. The project will target Tier 2 vocabulary acquisition through structured, evidence-informed classroom routines and CPD, with a particular focus on disadvantaged pupils who showed disproportionately low vocabulary outcomes.</p> <p>Funded by TLR + cost of additional release time within the subject leadership cycle.</p>	<p>Internal evaluation of Mighty Writer highlighted that PP pupils demonstrated disproportionately weak vocabulary knowledge compared to their peers. Research shows that vocabulary is a key predictor of reading comprehension and writing attainment, particularly for disadvantaged pupils. The RVI model (Beck et al., 2013) is grounded in oral language intervention principles, which are associated with +6 months' impact according to the EEF. Embedding structured vocabulary instruction through daily teaching routines also aligns with EEF guidance on metacognition (+7 months) and explicit instruction, making it a high-impact, low-cost strategy when led consistently across a school.</p>	<p>2,3,4,5,6</p>
<p>Purchase of <i>Mrs Wordsmith's Narrative Vocabulary</i> books for each class to support daily explicit vocabulary instruction. These resources will be used to introduce Tier 2 vocabulary through consistent classroom routines and link directly to curriculum content and writing.</p> <p>£183.48</p>	<p>Explicit vocabulary instruction is especially beneficial for disadvantaged pupils, who are statistically more likely to have limited Tier 2 vocabulary. The <i>Mrs Wordsmith</i> resources provide a research-informed structure for introducing new vocabulary with visuals and context, reinforcing daily use and retention. This supports the EEF's finding that oral language interventions and metacognitive strategies can yield +6 to +7 months' progress, particularly when embedded in whole-class teaching. This resource complements the school's wider RVI initiative and addresses gaps identified through PP intervention data.</p>	<p>2,3,4,5,6</p>
<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 (15%): £135</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>	<p>2, 3,4,5</p>

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

Budgeted cost: £40,184

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Classroom Teaching Assistants to carry out interventions (Handwriting, Mighty Writer, Target Maths, Number Bonds, Number Sense, Number Times Tables)</p> <p>Salary partially funded by PPG.</p> <p>£11,256</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>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)</p> <p>Early Numeracy Approaches (7+ months – Early Years Toolkit)</p>	<p>2, 3, 4, 5, 6</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>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>2,3,4</p>

<p>5 hours per week of intervention time is funded by PPG. This is reflected in the funding allocation shown below.</p> <p>£5628</p>	<p>Phonics (+5 months - EEF Toolkit)</p>	
<p>Maths Tuition for Disadvantaged Pupils (Years 4,5 and 6)</p> <p>£5,000</p>	<p>This approach provides weekly personalised maths tuition aligned to the national curriculum. It enables targeted support for disadvantaged pupils at scale. :</p> <ul style="list-style-type: none"> • 1:1 and small-group tuition shown to add +4 to +5 months' progress • Supervised by trained staff. • Personalised learning with diagnostic-driven content improves engagement and outcomes • Structured, consistent weekly sessions support long-term retention and confidence • Listed as a DfE-approved National Tutoring Programme provider, meeting quality and safeguarding standards • This model enables cost-effective delivery and supports schools with limited internal capacity to meet pupil need. 	
<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>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>2,3,4</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>Pastoral support provided to pupils throughout the day.</p> <p>Currently, 30% of the support provided is specifically allocated for Pupil Premium (PP) pupils (increase on 25%). This is reflected in the funding allocation shown below.</p> <p>£4,200 x 2 pastoral staff members = £8,400</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>	
<p>Music Tuition / Therapy</p> <p>Free recorders provided to pupils. Subsidised 1:1 tuition</p> <p>£2,500</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 £15,230

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of Attendance Officer – an office-based member of staff with additional responsibilities for attendance, freeing up the pastoral lead who currently does attendance data tracking and administration</p> <p>Salary contribution 15% of salary approx. £4000</p>	<p>Poor attendance is often habitual, making early intervention essential (DfE, March 2022). DfE research shows a clear link between regular attendance and academic outcomes: pupils with zero absence are 1.6 times more likely to achieve age-related expectations than those with 15-20% absence. By consistently applying formal procedures and intervening early, we aim to maintain strong attendance among disadvantaged pupils and support their academic progress.</p>	<p>1</p>
<p>Introduce an attendance incentive scheme for persistent absentees, offering recognition and small rewards for sustained improvement (e.g. 4+ weeks at 95%+ attendance). Alongside this, provide Pupil Premium pupils with home-use resources such as stationery packs, writing pads, and motivational stickers to promote routine, engagement, and readiness for learning beyond the classroom.</p> <p>£230</p>	<p>The DfE's Working Together to Improve School Attendance (2022) highlights that consistent positive reinforcement and removing practical barriers can improve attendance. Providing tangible items helps pupils establish productive routines and a sense of ownership in their learning.</p> <p>Behavioural science research supports using small, meaningful incentives (rather than punitive measures) to create sustained behaviour change.</p> <p>EEF guidance on parental engagement notes that equipping families with simple tools to support school routines at home can reinforce attendance habits and improve academic engagement.</p>	<p>1</p>

	Ensuring pupils have access to basic learning materials reduces inequities that can hinder motivation and participation — a key element of Tier 3 (wider strategies) in the EEF’s <i>Pupil Premium Guide</i> .	
Provide every Pupil Premium pupil with a high-quality book from the school’s reading spine to keep and read at home, supporting the development of their personal reading library. Books will be carefully selected to align with the school’s curriculum to build familiarity, fluency, and motivation for independent reading. £4000	The EEF’s <i>Improving Literacy in Key Stage 2 (2017)</i> recommends providing access to high-quality texts and opportunities for reading beyond school to strengthen comprehension and reading stamina. Research from the National Literacy Trust (2023) shows that children who own books are significantly more likely to enjoy reading and achieve higher literacy outcomes. EEF guidance on reading motivation highlights the benefits of autonomy and familiarity — pupils are more likely to engage when they recognise and value the books they read. This initiative supports equity by ensuring all Pupil Premium pupils have equal access to enriching reading experiences at home, closing gaps in cultural capital and reading frequency	4
Disadvantaged pupils will be offered funded places to breakfast and after-school clubs. £2000	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.	1, 5
Subsidise educational visits and residentials £1000	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	All

	enhance their life chances and broaden their horizons.	
Disadvantaged pupils who do not have a uniform will be provided with one. £2250	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. Pupils will be entitled to one free P.E kit, one free cardigan/jumper, 1 free shirt and one free tie.	5
Incorporating the key practices outlined in the Department for Education's Working Together to Improve School Attendance guidance. LA Attendance Service £500	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. Working together to improve school attendance - GOV.UK	1
Pastoral support for emotional wellbeing, behaviour and welfare of pupils. <i>Costs allocated in previous section "Targeted academic support".</i>	Pastoral staff supports hard to reach PPG families to improve and promote sustainable attendance. Parental Engagement (+4/5 months)	1,2,4,5,6,7
Funds set aside for acute issues. £1649.40	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.	All

Total budgeted cost: £86,688.08

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Context: Pupil Premium Cohort 2024–25

The number of pupils eligible for Pupil Premium (PP) funding has continued to rise in line with overall school growth, reflecting both increasing enrolment and the school's proactive work to ensure all eligible families are identified. Numbers increased from 49 pupils in the autumn term to 63 in spring, with 64 PP pupils on roll by the end of the summer term. As a rapidly expanding school that also serves as a transitional setting for some families, pupil mobility remains higher than average and continues to influence both attendance and attainment patterns.

Of the 64 pupils identified as PP during the year, 23 pupils (35%) were also on the SEND register, indicating a significant overlap between disadvantage and additional need. Just over one quarter of these pupils have an Education, Health and Care Plan (EHCP), while the remainder receive SEND Support. This overlap highlights the importance of precise identification, targeted intervention, and close collaboration between teaching, SEND, and pastoral teams to ensure that barriers are addressed holistically and pupils' academic and emotional needs are met effectively.

Impact Against Intended Outcomes

1. Attendance of PP pupils improves compared to the previous year (target: 95%+)

Data Summary

- PP attendance: Autumn 92% Spring 91% Summer 91%
- National data for FSM: 88.9% a difference of + 2.1% compared with our PP pupils.
- Persistent absence: Autumn 27% Spring 32% Summer 26%
- End-of-year overview: 76% of PP pupils did not reach 90%+ attendance by July 2025.
 - 24% achieved 90%+, meaning they were no longer persistently absent.
 - Of the 16 pupils who remained PA at year-end, 10 improved their attendance after school intervention, with gains ranging from +1 to +12 percentage points.

Key Interventions

- Funded taxis, breakfast club and after-school club places for targeted families.
- Weekly attendance monitoring with SLT and pastoral staff.
- Regular family meetings to remove barriers and improve routines.
- Close collaboration between class teachers, the pastoral team, and the attendance officer to maintain personalised follow-up.

Case Study – Child Z: Improving School Attendance through Tailored Support

Child Z (Year 6, PP) joined the school in January 2024. After starting the new academic year with attendance at 80%, affected by anxiety and a foot injury, she was supported through:

- **Consistent family communication,**
- **Funded taxi transport** to remove physical barriers, and
- **Targeted wellbeing sessions** with the pastoral team (Mrs Jordan).
Her attendance rose steadily from **80%** → **89%** during the autumn term and she completed the year on **91%**, reflecting sustained improvement through personalised support.

Response to Emerging Trends

Attendance tracking identified a spring-term spike in persistent absence (32%) linked to illness, anxiety, and family mobility. The school responded quickly with additional home visits, personalised attendance mentoring, and increased engagement with the attendance team. These actions contributed to a 6-point reduction in persistent absence by summer (26%) and noticeable gains for individual pupils—10 of the 16 PA pupils improved their attendance between spring and summer.

Overall Evaluation

Although overall PP attendance remains below the 95% benchmark, data demonstrate stability across the year and improvement following targeted actions. The school's rapid response to the spring spike and the positive summer outcomes show clear evidence of impact. Attendance will remain a key strand of the 2025-26 strategy, focusing on earlier intervention, strengthened parent partnerships, and embedding attendance within wider wellbeing work.

This case illustrates the strategies we routinely deploy for any pupil at risk of persistent absence. The same processes—monitoring, targeted support, and coordinated pastoral input—are applied consistently school-wide.

2. Progress is accelerated in Reading, Writing and Mathematics for disadvantaged pupils

Phonics (PP) – Phonics Screening Check 2024–25

- Year 1: 50% pass (6)
- Year 2 (re-check): 92% pass (12)

The strong catch-up by Year 2 reflects effective phonics provision (small group and targeted 1:1 support). Given the small cohort—with one pupil with significant SEND and another with SALT needs—the overall Y1 percentage is disproportionately affected.

Data Summary (Years 1–6, Summer 2 2024–25)

- Reading (ARE+): PP 51% vs Non-PP 66% → gap -15 pp
- Writing (ARE+): PP 40% vs Non-PP 78% → gap -38 pp
- Mathematics (ARE+): PP 34% vs Non-PP 73% → gap -39 pp
- RWM Combined (ARE+): PP 25% vs Non-PP 56% → gap -31 pp

Key Findings

- Reading is comparatively strongest for PP pupils (smallest gap: 15 pp).
- Writing and Maths show the widest attainment gaps (38–39 pp), signalling urgent improvement priorities.
- Combined RWM at 25% indicates too few PP pupils are secure across all three core areas.

Year Group Breakdown

Data Summary (Nov-23 → July-25)

**Year 1 compares Spring 2024 to End of Year 2025*

Year Group	Reading	Writing	Maths
Year 1*	25% → 50%	12% → 50%	50% → 50%
Year 2	30% → 64%	30% → 18%	40% → 27%
Year 3	33% → 100%	100% → 75%	33% → 50%
Year 4	38% → 36%	50% → 36%	50% → 36%
Year 5	0% → 30%	14% → 20%	0% → 20%
Year 6	14% → 56%	0% → 67%	29% → 33%

Key Findings

- **Reading** showed the strongest overall gains across the school, with notable improvement in Years 3, 5, and 6. By July 2025, 100% of PP pupils in Year 3 achieved the expected standard, while Year 6 increased from 14% → 56%.
- **Writing** remains the weakest subject overall. Despite strong progress in Year 1 (↑ 38 pp) and Year 6 (↑ 67 pp), outcomes in Years 2 and 4 declined slightly. This indicates that targeted intervention and classroom writing support need refinement.
- **Maths** progress was more modest and mixed. Gains were recorded in Years 3, 5, and 6, though Year 2 and 4 saw declines compared with baseline

Disadvantaged pupils received targeted interventions that enable progress from starting points

Data Summary (end of 2024–25)

- Phonics (1:1): 71% made at least good progress.
- Fresh Start (small group): 100% made at least good progress.
- Maths – Place Value (small group): 83% made at least good progress.
- Mighty Writer (small group): 67% made at least good progress.
 - Impact strongest at word level; sentence-level gains are modest.
 - Wider vocabulary remains a concern for both Level 1 and Level 2 groups.

Participation (share of each group who are PP)

- Mighty Writer: 31% (12)
- Handwriting: 41% (7)
- Reading comprehension: 21% (4)
- Number bonds / number sense: 27% (8)
- Times tables: 30% (3)
- Target Maths: 35% (5)

PP pupils are concentrated in handwriting (41%) and Target Maths (35%), with notable presence across number sense (27–30%) and Mighty Writer (31%). This confirms that interventions are being targeted toward identified PP need; however, transfer to classroom writing and maths remains inconsistent.

Interventions were structured and time-bound with clear entry baselines and exit checks: 1:1 phonics, Fresh Start for older readers, precision groups for place value, and Mighty Writer for transcription/basic composition. Weekly review meetings monitored fidelity and attendance.

Intervention books and exit data show progress within the intervention setting, especially for decoding/fluency and foundational number. Teachers report limited transfer back to mainstream lessons—particularly for sentence construction and vocabulary use. Several pupils are well below ARE, requiring a multi-year trajectory toward Year 6 expectations.

Next year we will prioritise securing transfer from intervention to classroom learning and strengthening classroom scaffolding. We will train teachers to scaffold and adapt tasks effectively for PP pupils, embedding consistent use of structured writing approaches (e.g., RWI routines and Mighty Writer frames) within everyday teaching to reinforce and sustain gains made in intervention.

Oral Language

Overall, pupils are improving in oral language where daily speech-sound practice and structured talk routines are in place. EYFS shows the clearest gains in sound production (e.g., final consonants, blends), and these improvements are beginning to appear in words and short sentences. Across phases, expressive language (vocabulary breadth, sentence building and clarity) still lags receptive understanding.

3. 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

All lessons adhere to St John's PPPP teaching and learning model, which provides consistency and clarity for pupils across the school.

Impact & evidence from lesson drop-ins (4 classes sampled):

- **Prepare** (clarify purpose & expectations): Teachers set the learning purpose upfront and pitch expectations clearly before improvement or independent tasks—supporting a calm, purposeful climate and sustained focus.
- **Previous** (retrieve & connect): Lessons routinely begin by revisiting prior learning/models so pupils can anchor new work to something familiar, building confidence and accuracy.
- **Practice** (model, scaffold, check for understanding): Live modelling and worked examples are common; all-pupil response with mini-whiteboards strengthens written participation. PP participation is present but uneven—spoken contributions need redistributing through structured turn-and-talk plus equitable cold-calling so PP pupils regularly verbalise thinking, not just

listen.

- **Produce** (apply independently): Pupils settle quickly into independent work. In EYFS, children navigate provision with growing independence and emerging language, aligning with Ofsted's findings on independence and confidence.

4. Academic and social achievements are not hindered by SEMH development.

This year, 40% of PP pupils engaged with pastoral support. Pupil voice (n=15) was strongly positive—14/15 rated enjoyment 5/5, and 13/15 rated sessions 4/5 for how helpful they were. Pupils most valued the quiet space, calming activities, and time to talk.

To give a fair view of typical behaviour across the cohort, the behaviour summary excludes two clear outliers:

- 59% of pupils recorded no behaviour logs.
- 97% recorded 0–3 logs across the period.
- Only a very small number recorded more than three logs.

The overall climate in classrooms and on the playground is calm and orderly. Pastoral/SEMH provision is well-received and helps most pupils to be learning-ready.

A small group requires targeted, consistent support, which is already in place.

5. PP pupils in FS to make accelerated progress through targeted interventions so that they achieve the Good Level of Development

EYFS Foundation Stage Picture (Summer 2025)

- GLD (all PP in cohort): 40%
- GLD (excluding significant SEND): 50%

Early Learning Goals (excluding significant SEND):

- Reading: 86% met the goal
- Writing: 57% met the goal
- Number: 71% met the goal

Excluding significant SEND, outcomes show strong early reading (86%) and secure number (71%), with writing (57%) comparatively weaker.

Because this is a small and complex cohort, the overall GLD percentage is easily affected by a few pupils' results. Writing remains the key area to strengthen as pupils enter Year 1.

6. 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.

Our PP pupils with SEND are identified through a clear assess–plan–do–review cycle, with multi-agency input, leading to tailored pathways in NEST (structured, high-support provision) and the EQUALS semi-formal curriculum. Needs are met through small-group teaching, visual routines, communication/SaLT strategies, and mirrored scaffolds in mainstream lessons to support transfer.

Pupil Premium Passports

This year, we introduced Pupil Premium (PP) Passports to strengthen our individualised support for disadvantaged pupils. The passports are designed to place class teachers in the role of champion for their PP pupils, ensuring that responsibility for their progress, wellbeing, and engagement is embedded at the classroom level. Each passport captures key information about the pupil’s strengths, needs, and aspirations, including pupil voice, to inform teaching and intervention decisions. By foregrounding pupil voice, we ensure support is both targeted and meaningful. The passports also serve as a shared, living document accessible to support staff, cover teachers, and the senior leadership team—ensuring continuity of understanding and provision across the school.

7. Ensure all children have equitable opportunities across the school, regardless of background, along with access to clubs and enriching experiences.

This year, 20% of club places were taken by Pupil Premium pupils, despite PP making up 14% of the school—evidence that targeted invitations and financial support are widening access. PP pupils also received a 50% contribution towards the cost of trips and visits. To remove further barriers, we provided £1,192.60 for wraparound care, £2,111.50 for music tuition/therapy, and £955.10 for uniform.

Overall, PP pupils were over-represented in enrichment compared to their share of the cohort, suggesting our approach is working. Next year, we will prioritise places for PP pupils with persistent absence, SEND, or new to school; maintain the 50% trip subsidy with flexible payment options; continue bursaries for music and arts; and track uptake, attendance, and retention termly to ensure participation translates into regular engagement and improved wellbeing.

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)

<i>For schools that receive this funding, you may wish to provide the following information:</i> 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.