# Pupil Premium Strategy Statement

**St John the Baptist RC School 24-25**

## This statement details our school’s use of pupil premium (and recovery premium for the 2024 to 2025 academic year) 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

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| Detail | Data |
| School name | St John the Baptist Roman Catholic Primary |
| Number of pupils in school  | 79 |
| Proportion (%) of pupil premium eligible pupils | 22% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 23-2424-2525-26 |
| Date this statement was published | 10/12/24 |
| Date on which it will be reviewed | 01/03/25 |
| Statement authorised by | N. Jackson  |
| Pupil premium lead | Liz Hamilton |
| Governor / Trustee lead | N. Jackson |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £28,120 |
| 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 | £28,120 |

# Part A: Pupil Premium Strategy Plan

## Statement of intent

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| *At St John the Baptist we aim to:** *Have an ethos of attainment and progress for all and focus upon outcomes of individuals. Being a small school we know our children and families very well and have detailed knowledge of the individual barriers faced by them*
* *Focus upon Quality First teaching for all and to benefit all. We recognise that not all families qualify for Pupil Premium and there will be some children and families that are vulnerable.*
* *Ensure that all staff have supporting the disadvantaged as their highest priority and have a shared, collective responsibility for this. Leadership lead by example and set high aspirations for all.*

*Strategies** *Focus upon quality First teaching and professional development linked to this linked to Rosenshine’s principles of quality instruction and giving purposeful feedback. Principles of teaching(Plymouth CAST) is used for this.*
* *Use research evidence and evidence from own observations to allocate funding*
* *High quality training for all staff*
* *All staff take collective responsibility for pupils who are eligible for pupil premium and have the highest expectations for all pupils but particularly Pupil Premium*
* *Assessment is used regularly to check how strategies are working and to plan next steps*
* *SENDCO/HT provides targeted support for pupils with social/emotional barriers to learning*
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## Challenges

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

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| Challenge number | Detail of challenge  |
| 1 | High proportion of disadvantaged pupils with significant special Educational needs. 47% of pupil premium pupils have SEND needs and these are often complex needs. . 60% of the schools EHCPS are pupil premium. |
| 2 | Difficulties with emotional regulation which can impact significantly on the pupil being in a place to access learning. 35% of pupil premium children have a social worker or the families are accessing Early Help. These children often have experienced some type of Early childhood trauma, attachment issues, domestic abuse or other home issues. These can impact upon them being in a place to learn. |
| 3 | 57% of pupil premium pupils have difficulties around gaining early reading knowledge and skills and are below age related for reading.  |
| 4 | Children who are Pupil premium arriving at school with poor oracy skills. 37% of Pupil premium pupils are being assessed or have been assessed by the S and L therapist or are getting specialist support from the C and I team around language and communication. |
| 5 | 57% of pupil premium pupils are below age related in mathematics |

## 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.

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| Intended outcome | Success criteria |
| 17% of Pupil premium children to be targeted to be GDS in at least one Core area and some Foundation areas by the end of their next key Stage | Pupil premium pupils who have the potential to be Greater Depth make the same progress as more able non pupil premium children and attain the highest levels. |
| Improve emotional and mental health where it is a barrier to access to learning through targeted provision | Children who have complex social and emotional issues that are barriers to learning have improved mental health and well being and are in a better place to access learning. The families have support in school that help to address some of the challenges they face. |
| Appropriate Multi-agency support involving a range of services for the disadvantaged with the most complex needs is in place and working well. | The school is working well with a range of agencies to support families with the challenges they face and there is a multi-agency approach to removing some of the barriers to learning that children face. |
| Pupils make expected progress or better from their starting points. | Pupils make expected progress or better from their starting points. Every effort is made so that they can read, compute and access the curriculum and are ready for their next stage of learning. Where there are complex needs it is demonstrated that external advice is followed and they make appropriate progress. |

## 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: £9,290

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Add or delete rows as needed.* |  |  |
| *Read, write, Inc –working with English Hub and Read, write, Inc advisory teacher to continue to ensure that Early reading is given the highest in the school*  | DFE approved systematic approach to reading.Quality First Teaching  EEF Teaching and Learning Toolkit + 5 mths(phonics) + 5 mths 1:1 tuition Small group work + 4 months  | 1. Focus upon bottom 20% in years F-Years 4 on Early reading strategies.
2. Early Reading
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| *Trauma training**From Trauma informed schools* *1 TIS trained practitioner (11 day diploma)and Advanced Diploma for working with parents**1 staff meeting every half term for all staff**Staff increasing in confidence delivering interventions such as Emotions cards, Big Empathy drawings.* | Whole school systems that support vulnerable learnersSocial and emotional support for parents+ 4 months social and emotional learning+ 4 months behaviour interventions --EEF toolkit | 3. Improve emotional health and well being |
| *Plymouth Oracy Project* *2 members of staff attend Oracy training and develop approaches in school.**Interventions such as ‘Talk Boost’ running to impact on language development as well as Speech and language programmes*  | EEF Teaching and Learning Toolkit - Targeted academic support structured 1:1 or small group support linked to classroom teachingOral lang (+6 mths)Collaborative learning (+5mths)Metacognitive and self regulation- (+7mths)Feedback (+ 6 mths) | 4 Low Oracy levels |

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

Budgeted cost: £12,296

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Add or delete rows as needed.* |  |  |
| Targeted intervention e.g. speech and language, pre teaching for maths and other curriculum areas, small group support in maths and other curriculum areas, daily reading etc | EEF Teaching and Learning Toolkit - Targeted academic support structured 1:1 or small group support linked to classroom teaching1:1 targeted tuition EEF Teaching and Learning Toolkit (+ 5 mths)phonics (+ 5 mths) 1:1 tuition Small group work (+ 4 months)Oral lang (+6 mths)Mastery learning (+ 5 mths) | 1 targeting specific needs3 Early Reading 4 Low Oracy levels5 Maths attainment |
| Continue to develop Power maths as a well sequenced mathematics curriculum.Work with Math’s Hub.Implementing Mastering number and Mastery programmes | Mastery learning (+ 5 mths)Collaborative learning (+5mths)Metacognitive and self regulation- (+7mths)Feedback (+ 6 mths) | 5.Maths attainment  |

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

Budgeted cost: £ *counselling £6300*

*Forest school- £1000*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Add or delete rows as needed.* |  |  |
| *1:1 counselling for 5 hours a day x 36 weeks*  | 1:1 targeted support –some of these children have been school refusers in other settings, at risk of exclusion- improved school attendanceSocial and emotional support for parents+ 4 months social and emotional learning+ 4 months behaviour interventions --EEF toolkit1:1 tuition + 5mths  | 1. Improve emotional health and well being
 |
| *Forest schools* | Forest schools-provision for all children but extra sessions available for targeted children( research on the Forest schools approach and its impact on well being, resilience and social skills particularly for the children with the most complex needs).Forest schools and environmental attitudes:A case study of children aged 8-11 years- University of Cumbria by C Turtle (2015) COGENT Education :Vol 2, No 1 –Taylor and Francis onlineImpact of long term Forest School programme on children’s resilience, well being and confidenceSarah BlackwellTeaching and Learning Toolkit – EEF(+4 mths) Social and emotional LearningCollaborative learning approaches (+ 5 mths)Oral lang (+6mths) | 2- Improve emotional health and well being |

**Total budgeted cost: £28,892**

# 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 2022 to 2023 academic year.

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| Reading -87% have made at least expected progress in reading with 13% making better than expected progress in reading. Writing 100% made at least expected or better progress in writing with 40% making better than expected progress in writing.Maths- 93% have made at least expected progress in maths, 40% of which have made better than expected progress. |

## 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*

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| Programme | Provider |
| Read, write, Inc (adviser visits to school to provide advice).Mastering Number and Maths Mastery programmes  | Ruth Miskin Maths Hub support, training and Adviser visits |
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## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

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| --- | --- |
| Measure | Details  |
| How did you spend your service pupil premium allocation last academic year? | 1:1 Read, write Inc tuitionSpeech and language interventions Daily readingPre and post teaching  |