

St John the Baptist CE VC Primary School



Pupil Premium Strategy 2020 onwards

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 the Baptist CE VC Primary School
Number of pupils in school	308
Proportion (%) of pupil premium eligible pupils	77%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-27
Date this statement was published	December 2025
Dates on which it will be reviewed	November each year until final review in 2027
Statement authorised by	Mrs K Coe, Headteacher
Pupil premium lead	Mrs K Coe, Headteacher
Governor / Trustee lead	Mrs S Symington, CoG Geraldine Brown PP designate governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Sept 25-March 26 £207,007 (includes EYPP, Service, post LAC) March 26-Aug 26 £ unknown yet (updated in April 26)
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	
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Part A: Pupil premium strategy plan

Statement of intent

Our motto in school is 'Everyone Different, Everyone Loved' and, with a high percentage of disadvantaged pupils, we live this out every day in school in everything we do – pastorally and academically. **All** children in our school will have the opportunity to reach their full potential and have access to the experiences other children receive – irrespective of their background or need.

The focus for our Pupil Premium Strategy is to ensure our children are in school, regularly and on time; ready to learn, through the pastoral, mental and emotional health initiative we provide so that they can achieve and flourish academically while experiencing a fulfilling childhood.

We ensure that through quality first teaching and targeted interventions, all pupils are given the best chance to progress.

Our intent is rooted in guidance and research from the EEF, GTT and the English Hub (phonics) and we know that to achieve the outcomes our children deserve, high quality first teaching is central to what we do, supported by other academic enhancements such as targeted interventions. Our overall aim is that our disadvantaged pupils make better than expected progress over time from their starting points.

We continue to recognise the impact Covid has had on our families/children. We take this into account when planning and delivering our targeted interventions, support for families and pastoral offer.

Challenges

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

Challenge number	Detail of challenge
1	Local demographic, close relationships with our families and a high number of disadvantaged pupils tells us our children have limited access to life experiences and extra-curricular activities – including educational experiences such as trips, singing lessons, life skills, aspirations and participation in physical activities. This is more evident than ever post Covid, due to higher levels of poverty.
2	Internal data indicated a lack of home reading impacting on development of early reading skills, including phonics, and a love of books.
3	Internal data and assessments shows children being 'well below' on entry. Their lack of vocabulary and knowledge of words, impacts on their development.

4	IDSR data shows attendance across all pupil groups, including persistent absenteeism is below national average. This has also been impacted by Covid. PA of some groups remains high.
5	Being an area of high deprivation and high levels of families open to external services, means that children often have chaotic and unstable lives. There is a very high need for more social and emotional welfare work – the need to develop mental/emotional health and wellbeing, improve resilience and develop trusted relationships. Again this is much more prevalent post-Covid as we have seen a significant rise in MHWB issues among parents and children.

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
• Improve attainment and progress in reading (particularly in KS2). • Improve fluency and phonics in early KS2 • Children are more enthusiastic about reading – including at home. • Children are clearer about how to get better at reading and what will help them.	• PP children demonstrate accelerated progress in reading. • More children have a love for reading. • More children are reading at home • Children use a wider range of vocabulary more confidently. • Children know how to get better at reading and can talk about it more confidently. • Children are equipped with the reading skills needed for comprehension. • Attainment in reading is improving at all Key Stages • More children achieve well at higher levels in reading •
• Improve access to educational experiences and extra curricular activities to allow all children to access opportunities and a variety of experiences.	• Pupils are able to participate fully in school trips and residential trips • Learning is supported by trips that are carefully planned to enhance the school's curriculum • Social skills, independence, perseverance and team-work are developed through participation in various activities (eg singing) and overnight stays on residential visits. • Consolidation of learning completed in classes – time for practise and application of skills. • Talent, skills and efforts in non-academic subjects are celebrated and develop self-confidence

• Continue to buy in additional EP service targeted at pupils experiencing barriers to learning and at upskilling staff through training and advice. •	• Small steps programmes in place (monitored by SENCO) using expert advice can be followed raising rate of progress for these children. • Learning tasks tailored to specific needs of pupils – closing gaps in understanding. • Staff feel more confident in addressing specific needs.
• Quality first teaching for all children along with targeted interventions leads to higher rates of progress for all pupils • Discussion regarding individual pupils including those in receipt of PP and how targeted intervention sessions could improve outcomes • All leaders have more holistic view of progress across school as well as in their subjects leading to better outcomes for all • Staff are better equipped through research based evidence (GTT) to engage and motivate all groups of learners • Children can talk about their learning	• Progress meetings across all year groups ensure that children are making accelerated progress whenever possible. • Data analysis at each milestone to identify pupils (particularly those from vulnerable groups) whose progress is causing concern and to review successes • Regular review of groupings and re-shaping of focus as required. • All staff groups have shared ownership for progress • Adaptive teaching methods are used confidently to meet the needs of all learners. • Children have more confidence in themselves as learners • Feedback to children is specific and targeted.
• Improve attendance to in line with our ABIE as a minimum and aiming for closer to National Average • Ensure rapid response to target families who need support and challenge around attendance and punctuality.	• Welfare Lead/DHT and class teachers to target key families to support attendance. • Teachers/TAs to meet and greet parents each morning. • Close liaison with LA – Termly meetings and Family Case Conferences where necessary. • Attendance support plans in place • First Day response for all children – including Nursery. • Attendance support plans are in place and successful • Welfare Lead and DHT available to closely monitor attendance with particular focus on PP families.

• Social and Emotional Welfare to be reduced as a barrier to learning. • Enhance the health and well-being of our pupils and families through Pastoral Team • Increase the support for parents and engage them further with school • Focus on improving mental health and wellbeing for pupils and staff • Break down barriers and tackle stigma around mental health • Developing emotional resilience gives gains in attendance and attainment. • A reviewed Behaviour policy in school ensures a focus on the Golden Rules and new three Rs Recognise, Rules, Resolve consistently applied by all staff.	• Family Fund will continue to provide support for families – gas/electricity/school uniform/ bedding/ towels/ school shoes. • Pastoral Team are available to support families where appropriate. • Free Breakfast Club is well attended – supported by school staff. • Identified families will receive support from school and will be signposted to other agencies for further support. • SENCO/Assistant SENCO provide appropriate support to families of identified children including those accessing the Additionally Resourced provision and SEND Unit. • Pastoral Team meet monthly to discuss support required and identify actions • PSHE curriculum, Attachment and Trauma Informed approach supports social and emotional wellbeing. • Children develop resilience, communication and co-operation through the curriculum and Commando Joe work.
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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: Sept-March £55,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading interventions, TA support in classes to hear readers, Beanstalk reading, LBQ Welcomm, Talking Tots, Being 2, School Readiness Programme Staff CPD	EEF based on extensive evidence that reading comprehension strategies can improve progress. Early Words together DfE 'Unlocking talent, fulfilling potential' OUP – why closing the word gap matters Great teaching Toolkit	2 3
Additional TA support in classes, meet and greet, targeted PP focus on interventions (progress), training and development Increased TA support for interventions	EEF evidence shows that where targeted support and intervention is given gains are higher. NFER – quality interventions support progress and attainment. Schools' responses to Covid-19: The challenges facing schools and pupils in September 2020 (nfer.ac.uk)	2 3 5
Professional development for staff – quality CPD, mentoring, middle leadership development, meta-cognition training, involving all TA staff in Pupil Progress Support for ECTs, Development of new leaders Senior leaders – coaching and supporting staff (Basic Skills) support with planning during PPA, coaching, skill sharing, team teaching and instant feedback and development. Develop pedagogy across school through GTT structured programme of work.	Maximising the impact of Teaching Assistants NFER research – effective ways to support disadvantaged pupils to achieve TAs a guide to good practice (Oxford Prim) DfE Teacher recruitment and Retention strategy Great Teaching Toolkit Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)	2 3 5

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

Budgeted cost: Sept-March £ 64,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Identify children to receive additional intervention through PP/team meetings, Training as required/appropriate for all staff	EEF evidence shows that where targeted support and intervention is given gains are higher.	2 3
Additional TAs in every class/phase to deliver high quality, precision interventions to support learning.	NFER – quality interventions support progress and attainment. tad01.pdf (nfer.ac.uk) Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)	2 3
Keep up interventions in Rec-Y2 for phonics. Fluency and phonics in early KS2	English Hub	2 3

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

Budgeted cost: Sept-March £ 87,257

Activity	Evidence that supports this approach	Challenge number(s) addressed
Educational experiences – trips, visitors, visits, RobinWood, singing, cookery, forest school work, sporting activities, clubs to promote resilience stamina and confidence. Lunchtime support for MHWB (Pastoral Team)	EEF studies consistently show benefits for children in academic learning as well as confidence.	5 1
Release of Deputy Head Teacher Welfare lead role	NFER briefing for school leaders – improving attendance is a priority to improve attainment.	4 5

Pastoral Team (HLTA, Care Assistant, TA staff) Increase in Pastoral Team Additional training for Pastoral members (therapy and CAMHS training on mental health issues) Additional EP service allocation	Also using data to drive improvement is vital. 1 in 10 children have a mental health condition nationally DfE green paper on transforming children and young people's mental health provision EEF metacognition audit tool Recovery during a pandemic: the ongoing impacts of Covid-19 on schools serving deprived communities - NFER	1
Funding for breakfast club support, Welfare Lead, HLTA Pastoral Lead, Care and Support Assistants, Welfare support (food, uniform, care packages)	NFER briefing for school leaders (attendance)	1 5

Total budgeted cost: Sept-March £207007

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 23-24 and 2024-25 academic years

• <i>Vocabulary and oracy continue to be a daily focus linked to all areas of the curriculum.</i> • <i>Reading and development of vocabulary remain a school priority</i> • <i>VIPERS embedded across KS2 and impact shown during observations and LA visits.</i> • <i>In EY word reading and PSED were higher then previously.</i> • <i>Good personal progress was made by Y1 pupils in the phonics check (even though they missed the pass mark).</i> • <i>Work with the English Hub has ensured robust monitoring and focused teaching of phonics in school.</i> • <i>GLD results improved in 2025: Above National Disadvantaged (51.3%) for GLD (65%), strengths in particular in PSED, Physical, literacy and maths.</i> • <i>Phonics results improved in 2025 school disadvantaged was 76% compared to NA disadvantaged was 67%.</i> • <i>KS2 maths was above disadvantaged NA (61%) at 67%</i>
• <i>Range of trips and experiences continue to be a priority for our pupils and link to the Promises we have in place.</i> • <i>KS2 trips are having a focus on careers where possible (eg AV Dawson)</i> • <i>All disadvantaged pupil are all able to access high quality trips and experiences through fully or part funded trips. All Y6 pupils are able to attend the 3 day residential trip fully funded.</i>
• <i>Reading Lead has thoroughly revamped provision and ensured a continued focus on literacy – in particular reading and oracy this year.</i> • <i>LA visits and internal reviews show impact of oracy curriculum and reading for pleasure across school.</i>
• <i>Basic Skills leads have release time to support, coach, monitor and challenge across school in all aspects of literacy and numeracy, leading to improved practice.</i> • <i>Internal reviews, appraisals and LA visits show impact on staff of additional training and support</i>
• <i>School continue to work with the LA on attendance issues, attend network meetings and will use the new Attendance Audit to look at whether there is anything further school can action.</i>

- *Attendance of pupils whose primary special educational need is 'social, emotional and mental health' was 96.4%, higher than 14 out of 15 similar schools.*
 - *Your overall attendance is 93.4% which is 0.1% lower than the median attendance of similar schools.*
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- *Support for pupils has continued at a high level due to increased concerns for pupil SEMH needs.*
 - *Focus on more signposting for parents to services they can access to support themselves.*
 - *A strengthened pastoral offer is in place with PP children targeted.*

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
Great Teaching Toolkit	Evidence Based Education

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.