

Pupil premium strategy statement 2025-2028

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 XXIII
Number of pupils in school	270
Proportion (%) of pupil premium eligible pupils	49% (133 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/2026 2026/2027
Date this statement was published (part 1)	September 2026
Date on which it was reviewed	To be reviewed July 2027
Statement authorised by	Karen Cunningham
Pupil premium lead	Sinead Finn
Governor / Trustee lead	Fr Richard Nesbitt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Sept 2026- £206,150
Pupil premium funding carried forward from previous years	£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	£206,150

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children’s health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

The range of provision the Governors consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved. (Quality First Teaching)
- Two UPS teacher and Phase Leaders in Year 6,
- Additional teaching and learning opportunities provided through trained staff and external agencies
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals (irrespective of Universal Free School Meals) to achieve Age Related Expectations
- Additional learning support.
- Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour support

Challenges

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

Challenge number	Detail of challenge
1	Attainment of Pupil Premium children at Greater Depth in Key Stage 2 SATs is notably lower than non-Pupil Premium; particularly in Reading
2	Pupil Premium pupils are less likely to have had wider opportunities to build their 'Cultural Capital'
3	KS1 Assessments shows that pupil premium children are less likely to meet the expected standard in reading than their non-pupil premium peers. 2026 data – 58% of Pupil Premium met the standard, compared to 71% of non-Pupil Premium
4	Some Pupil Premium children in EYFS begin school with language skills below that 'typical' for their age. 2025 Welcomm data shows that 66% of pupil premium children in Reception are below age related expectation in the assessment
5	Currently, 70% of our SEND pupils are also eligible for Pupil Premium funding. This creates an additional layer of challenge, as many of these pupils experience barriers linked not only to disadvantage but also to specific learning, communication, social, emotional or sensory needs. As a result, these pupils may require a more personalised and targeted approach in order to access the curriculum successfully and make strong progress from their individual starting points.

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
Attainment at GD level in KS2 Reading and Maths in SATs is in line with their peers	Are identified pupils targeted for additional intervention? Had CPD been provided to all staff?
Children have access to enrichment and cultural experiences.	What enriched opportunities have Pupil Premium children experienced? What impact has this had on their learning?
Pupil in year 2 get at least 80% in phonics (those in school since Year 1 over 90%)	Have the bottom 20% been identified and targeted from week 2? Have RWI CPD been provided to staff new to school and additional TAs? Have the target been met?
Fewer numbers of pupil premium pupils are persistently late for school	For those pupils identified – has their punctuality improved? Has the targeted support had an impact on level of persistent lateness? Are reports fed back in regular attendance meetings?
Children make accelerated progress with their language development in EYFS.	Have all meeting and stay and plays included questions about speech and language needs? Is the support assistant supporting PP pupils to develop their communication skills? Has the EYFS been supported by a speech and language therapist? What impact is this having? Has training been provided to both staff and parents? Are language/communication skills being appropriately assessed? Has the SENCO been present for settling in days and ensured early intervention?

	Are at least 80% of pupils on track to meet the ELG in communication and language?
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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: £ 96,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>RWI training for all new staff to ensure quality first teaching</i>	EEF Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	3
<i>Experienced Support Staff in EYFS and KS1 to support language development</i>	MITA: Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a high impact	5
<i>CPD and targeted support to teachers of Quality First Training</i>	EEF School Improvement Planning: High-quality teaching is the most important lever schools have to improve pupil attainment	1

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

Budgeted cost: £ 21,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased Educational Psychologist time (set in SLA) £10,000	Identification of individual barriers to learning will support staff to implement appropriate strategies, including intervention programmes and one-to-one provision.	2 and 5

<i>Inclusion Support Teacher</i> 0.2 FTE £11,000 <i>NANSENCO for EYFS Lead</i> <i>SENCO accreditation</i> <i>45% of our SEN children are also Pupil Premium.</i>	• EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. • Sutton Trust – quality first teaching has direct impact on student outcomes. Training and supporting highly qualified teachers deliver targeted support.	1, 3 and 5
<i>Changing role of Senco.</i> <i>Senco works 0.6</i>	EEF Effective Professional Development: Supporting teachers to build knowledge and teaching strategies to build language and communication skills.	3 and 5

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

Budgeted cost: £ 53,228

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Teachers and TAs trained to assess pupils with Welcomm materials.</i> <i>Teachers and TAs are taught by speech and language therapist to target gaps in pupils' language identified by Welcomm with effective activities. (£7,500)</i>	EEF (+6) Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. They include dialogic activities. Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression. Specialists modelling and working alongside staff has greater impact on student progress from staff surveys.	5

	Speech and language are one of the main barriers to pupils progressing in reading, writing, maths and the wider curriculum. Speech and language data shows that if gaps in language are targeted then progress is accelerated.	
<i>ELSA, Play Therapy and MIND supports children who are having difficulty accessing learning through emotional issues, using the support their management of their own behaviour. £14,728</i>	EEF (+4) Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include: specialised programmes which are targeted at students with particular social or emotional needs.	4
<i>To improve punctuality and progress of disadvantaged pupils and ensure they are in line with national expectations</i> • To identify pupils who are falling behind national • To provide tailored support for families with low attendance, working with key members of staff and Governors • To provide pupils with the opportunity to attend the breakfast club and to avail of Magic Breakfast for free, to engage with structured activities such as TTRockstars,	The Department for Education (DfE) published research in 2016 which found that: The higher the overall absence rate across Key Stage 2, the lower the likely level of attainment at the end of KS2 Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions	4

Accelerated Reading (£6,000)		
• <i>Cultural capital experiences promoted in the curriculum.</i> • <i>Essential experiences built into curriculum</i> • <i>Reduction in cost of trips for PP</i> • <i>Residential trip cost is greatly reduced for PP</i> • <i>Sports events promoted to PP are encouraged to attend</i> • <i>Outdoor learning encouraged</i> (£25,000)	EEF (+3) Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as extra-curricular activity. Arts-based approaches may be used in other areas of the curriculum, such as the use of drama to develop engagement and oral language before a writing task. Participation may be organised as regular weekly or monthly activities, or more intensive programmes such as summer schools or residential courses. Whilst these activities, of course, have important educational value in themselves, this Toolkit entry focuses on the benefits of Arts participation for core academic attainment in other areas of the curriculum particularly literacy and mathematics	2

Total budgeted cost: £ 170,228

Contingency: £35,922