

Pupil premium strategy statement – St John the Baptist RC Primary School

This statement details our school's use of pupil premium (and recovery 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	211
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	December 24
Dates on which it will be reviewed	December 25 ✓ Next review: December 26
Statement authorised by	Lisa Campbell
Pupil premium lead	Lisa Campbell
Governor / Trustee lead	Chris Horridge RPO

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£108,040
Recovery premium funding allocation this academic year	£0.00
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) *Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.	£0.00
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>	£108,040

Part A: Pupil premium strategy plan

Statement of intent

At St John the Baptist RC Primary School, 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 their full potential, including progress for those who are already high attainers.

We recognise the importance of equipping children with the necessary skills and values required to succeed both academically and socially by providing them with access to a variety of exciting opportunities and a rich and varied curriculum.

High-quality teaching is at the heart of our approach, this is proven to have the greatest impact on closing the disadvantage attainment gap. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for educational recovery. Our approach will be responsive to common challenges and individual needs, rooted in diagnostic assessment.

To ensure our approach is effective we will:

- challenge disadvantaged pupils in the work that they're set
- act early to intervene at the point a need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Pupil's social, emotional and mental health needs impact on their resilience. High levels of anxiety, mental health issues and pressures on

	families are always present but now more pronounced as a result of the school closure and reduction of available services. School continues to engage with and support parents and families through use of a school-based Pastoral Officer and Early Help support.																																																																																																														
2	Pupils have poor language skills, including limited range of vocabulary, linked with limited life experiences. Typically children start in EYFS scoring very low on WELCOMM assessments:																																																																																																														
3	Pupils have limited experiences beyond their home life and immediate community.																																																																																																														
4	<p>Persistent absence rates are higher for FSM6 children than non FSM6. The lost learning time for children who are PA negatively impacts upon the children's achievement and creates significant gaps in learning.</p> <p>All children's attendance:</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Cohort</th> <th>School</th> <th>National</th> <th>National distribution banding</th> </tr> </thead> <tbody> <tr> <td>2024/25</td> <td>182</td> <td>94.4%</td> <td>94.9%</td> <td>Close to average</td> </tr> <tr> <td>2023/24</td> <td>186</td> <td>94.6%</td> <td>94.5%</td> <td>Close to average</td> </tr> <tr> <td>2022/23</td> <td>186</td> <td>93.7%</td> <td>94.1%</td> <td>Close to average</td> </tr> </tbody> </table> <p>FSM6 children's attendance:</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Cohort</th> <th>School</th> <th>National</th> <th>National distribution banding</th> </tr> </thead> <tbody> <tr> <td>2024/25</td> <td>70</td> <td>92.7%</td> <td>92.6%</td> <td>Close to average</td> </tr> <tr> <td>2023/24</td> <td>73</td> <td>93.9%</td> <td>92.0%</td> <td>Above</td> </tr> <tr> <td>2022/23</td> <td>82</td> <td>93.5%</td> <td>91.6%</td> <td>Above</td> </tr> </tbody> </table> <p>All pupils - Persistent absence</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Cohort</th> <th>School</th> <th>National</th> <th>National distribution banding</th> <th>Trend</th> <th>School context</th> </tr> </thead> <tbody> <tr> <td>2024/25</td> <td>182</td> <td>17.0%</td> <td>14.3%</td> <td>Close to average (non-sig)</td> <td>No sig change</td> <td>-</td> </tr> <tr> <td>2023/24</td> <td>186</td> <td>14.0%</td> <td>14.6%</td> <td>Close to average (non-sig)</td> <td>No sig change</td> <td>-</td> </tr> <tr> <td>2022/23</td> <td>186</td> <td>21.5%</td> <td>16.2%</td> <td>Above (sig+)</td> <td>Sig increase</td> <td>-</td> </tr> <tr> <td>2018/19</td> <td>199</td> <td>9.5%</td> <td>8.2%</td> <td>Close to average (non-sig)</td> <td>Not available</td> <td>High - FSM</td> </tr> </tbody> </table> <p>FSM6 - Persistent absence</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Cohort</th> <th>School</th> <th>National</th> <th>National distribution banding</th> <th>Trend</th> <th>School context</th> </tr> </thead> <tbody> <tr> <td>2024/25</td> <td>70</td> <td>20.0%</td> <td>24.4%</td> <td>Close to average (non-sig)</td> <td>No sig change</td> <td>-</td> </tr> <tr> <td>2023/24</td> <td>73</td> <td>21.9%</td> <td>27.1%</td> <td>Close to average (non-sig)</td> <td>No sig change</td> <td>-</td> </tr> <tr> <td>2022/23</td> <td>82</td> <td>20.7%</td> <td>29.3%</td> <td>Below (non-sig)</td> <td>No sig change</td> <td>-</td> </tr> <tr> <td>2018/19</td> <td>86</td> <td>14.0%</td> <td>16.1%</td> <td>Close to average (non-sig)</td> <td>Not available</td> <td>High - FSM</td> </tr> </tbody> </table>	Year	Cohort	School	National	National distribution banding	2024/25	182	94.4%	94.9%	Close to average	2023/24	186	94.6%	94.5%	Close to average	2022/23	186	93.7%	94.1%	Close to average	Year	Cohort	School	National	National distribution banding	2024/25	70	92.7%	92.6%	Close to average	2023/24	73	93.9%	92.0%	Above	2022/23	82	93.5%	91.6%	Above	Year	Cohort	School	National	National distribution banding	Trend	School context	2024/25	182	17.0%	14.3%	Close to average (non-sig)	No sig change	-	2023/24	186	14.0%	14.6%	Close to average (non-sig)	No sig change	-	2022/23	186	21.5%	16.2%	Above (sig+)	Sig increase	-	2018/19	199	9.5%	8.2%	Close to average (non-sig)	Not available	High - FSM	Year	Cohort	School	National	National distribution banding	Trend	School context	2024/25	70	20.0%	24.4%	Close to average (non-sig)	No sig change	-	2023/24	73	21.9%	27.1%	Close to average (non-sig)	No sig change	-	2022/23	82	20.7%	29.3%	Below (non-sig)	No sig change	-	2018/19	86	14.0%	16.1%	Close to average (non-sig)	Not available	High - FSM
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5	Children's learning and progress requires additional teaching, support and intervention to ensure that all children and particularly																																																																																																														

disadvantaged children are on track to achieve their potential by the end of the phase.

Disadvantaged pupils - Reading, writing and mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	36	67%	46%	Above (sig+)	68%	-1	Not applicable	Not applicable
2025	14	64%	47%	Above (non-sig)	69%	-5	Narrowing	Low - Stability
2024	8	50%	46%	Close to average (non-sig)	67%	-17	Widening	-
2023	14	79%	44%	Above (sig+)	66%	12	Positive gap	High - FSM, Low - Stability

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
<p>To have pastoral care in place to provide pupils with emotional support and ensure their physical wellbeing to improve academic outcomes</p> <p>Forest school provision across the whole school to improve academic outcomes</p>	<p>Thorough and effective pastoral care supports pupils in their natural progression but also facilitates the development of their self-esteem, social skills and ability to cope with issues around mental health.</p> <p>Sustained high levels of wellbeing and engagement in school life from 2025-26 demonstrated by:</p> <ul style="list-style-type: none"> Numbers of pupils accessing extracurricular activities Number of pupils attending educational visits and expert visitors Pupil voice Teacher feedback Book scrutinies
<p>Improved language and communication skills across the school, particularly those of disadvantaged pupils.</p>	<p>Assessments (WELLCOMM) and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in</p>

	lessons, book scrutiny and ongoing formative assessment.
Children have access to trips, visitors and experience days to improve academic outcomes	Pupils with curriculum linked knowledge and first hand learning experience
Increase attendance especially persistent absenteeism to improve academic outcomes	<p>Sustained high attendance from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> • overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers remaining close • the percentage of all pupils who are persistently absent being below 14%
Improved attainment in reading, writing and maths for disadvantaged children.	<p>Whole school internal data for Y1 to Y6 for disadvantaged pupils surpasses that of 2023-24 and will be at or above:</p> <p>2024/25 R, W, M combined figure is 53%, 7% achieving the Higher Standard across the three subjects. (KS2)</p> <p>Of the top 30% Most Deprived (IDACI) children, 69.2% Reading, 80.8% Writing. 80.8% Maths</p> <p>PPG children, 55.6% Reading, 77.8% Writing. 77.8% Maths</p> <p>2025/26 review Dec 2025: R, W, M combined figure is now 70%, an improvement of 17% on last year. (KS2) add GDS</p> <p>Of the top 30% Most Deprived (IDACI) children, 67.9% Reading, 82.1% Writing. 89.3% Maths</p> <p>PPG children, 64.3% Reading, 78.6% Writing. 92.9% Maths</p> <p>EYFS 75% PPG 50% (group of 6)</p> <p>The achievement of pupils in reading will continue to rise between 3 and 6% until sustained improvement can be demonstrated from 2025- 26</p>

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: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil leadership CPD	Staff trained to give children opportunities throughout the curriculum for pupil voice and leadership.	1, 2, 3
Assistant Headteacher released to improve teaching and learning across the school	High quality teaching is recognised as the most effective way to improve outcomes for all. EEF Guide to Pupil Premium	2, 5
CPD programmes for teachers and for teaching assistants.	High quality teaching is recognised as the most effective way to improve outcomes for all: EEF Guide to Pupil Premium	2, 3, 5
Build on 'communication friendly' environment already established by following Wellcomm intervention programmes to support	Strong evidence suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	2, 5

communication development.		
Purchase and train staff in Bug club phonics programme to support teaching of reading. This is supplemented by home school reading and reading for pleasure initiatives.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	5
Subject Leader release time	High quality teaching is recognised as the most effective way to improve outcomes for all: EEF Guide to Pupil Premium	3, 5

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

Budgeted cost: £73,662

Activity		Evidence that supports this approach	Challenge number(s) addressed
Forest school and Laudato Si provision Wellbeing dominoes ELSA intervention		Forest school lessons delivered to whole school on weekly basis	1, 2, 3, 4, 5
Wellcomm intervention programme sessions are used to target children whose language and communication skills fall behind their chronological age. Staff deliver these programmes.		Strong evidence suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	2, 5

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

Budgeted cost: £19,378

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff in breakfast club After school club	Provision of breakfast for health and wellbeing of the pupils and early start to improve attendance Provision of after school club to support parents and provide additional learning opportunities for disadvantaged children. EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	1, 4, 5
Music lessons for whole school	Playing an instrument or learning to sing requires real concentration. Quietness and calm whether on stage or in the classroom is essential. Working alongside other members of an instrumental or singing group helps children to recognise their own skills and appreciate those of others. This builds life skills and promotes the importance of working harmoniously with others towards a common goal.	3
I-pads	Improving assessment speed and contributing to high quality teaching and learning EEF Using Digital Technology to Improve Learning	2,5
Milk and fruit	Supporting parents to ensure children have nutritious snacks and drinks EEF Working with parents to support children's learning	1,4,5
Provide support for families through the Pastoral Manager so that parents engage and work in partnership with the school.	Increasing number of families and children needing support as evidence on vulnerable children list. EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	1,4, 5

<p>Pastoral Manager actively engages with pupils and parents to promote attendance at school</p>	<p>Attendance of pupil groups to be improved including persistent absentees</p>	<p>1,4, 5</p>
<p>Pupils develop their communication skills so they are able to express when they are feeling anxious or worried about potential concerns.</p>	<p>Impact on children through their behaviour and achievement</p> <p>Extensive evidence associates childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>1, 2, 5</p>

Total budgeted cost: £ 108,040

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The school Pastoral Manager works closely with vulnerable families, providing reassurance and support during challenging and difficult times or transition. This includes signposting parents to specialist agencies and working with the children one to one and in group interventions. Multi agency working, including meetings and phone calls take place to ensure there are robust systems in place to support families who are struggling to get their children to school for whatever reason in an effort to improve attendance and wellbeing. All pupils identified receive appropriate support.

Provision of whole class music lessons provides pupils enriched curriculum. As well as being a way of relieving stress, music also helps children to manage their feelings better by expressing them through language. It gives them the chance to exteriorise their emotions through the instrument they are playing.

Forest schools provision has offered pupils opportunities to develop confidence, social skills, communication adeptness and more through interacting with nature. Forest Schools helps developing in each pupil the skills they need to become Capable Learners and Personally Sustainable.

Outdoor learning area and outdoor learning equipment for EYFS enabled pupils to be: Excited, energetic, adventurous, noisy, messy, create, invent, construct, deconstruct; investigate, explore, discover, experiment with their own ideas and theories

EYFS Disadvantaged children data 2024:

100% Reception children are in the top 30% most deprived (IDACI)

17.2% Qualify as disadvantaged (Pupil Premium)

GLD: 80% disadvantaged children achieved GLD (Rochdale 55%, National 52%)

EYFS Disadvantaged children data 2025:

87.5% Reception children are in the top 30% most deprived (IDACI)

12.5% Qualify as disadvantaged (Pupil Premium)

GLD: 66.7% disadvantaged children achieved GLD (Rochdale 47.6%, National 51.4%)

Year 1 Disadvantaged children data 2024:

92% Y1 children are in the top 30% most deprived (IDACI)

24% Qualify as disadvantaged (Pupil Premium)

Y1 PSC: 50% disadvantaged children achieved 32+ (Rochdale 69%, National 68%)

Year 1 Disadvantaged children data 2025:

83.3% Y1 children are in the top 30% most deprived (IDACI)

33.3% Qualify as disadvantaged (Pupil Premium)

Y1 PSC: 90% disadvantaged children achieved 32+ (Rochdale 67.6%, National 66.8%)

Year 6 Disadvantaged children data 2024:

89.7% Y6 children are in the top 30% most deprived (IDACI)

30% Qualify as disadvantaged (Pupil Premium)

Y6 reading: 55.6% disadvantaged children achieved EXS+ (Rochdale 63%, National 62%)

Y6 writing: 77.8% disadvantaged children achieved EXS+ (Rochdale 60%, National 58.5%)

Y6 maths: 77.8% disadvantaged children achieved EXS+ (Rochdale 61.3%, National 58.9%)

Y6 RWM combined: 44.4% disadvantaged children achieved EXS+ (Rochdale 46.9%, National 45.2%)

Year 6 Disadvantaged children data 2025:

93.3% Y6 children are in the top 30% most deprived (IDACI)

46.7% Qualify as disadvantaged (Pupil Premium)

Y6 reading: 64.3% disadvantaged children achieved EXS+ (Rochdale 63.2%, National 63.2%)

Y6 writing: 78.6% disadvantaged children achieved EXS+ (Rochdale 59%, National 59.4%)

Y6 maths: 92.9% disadvantaged children achieved EXS+ (Rochdale 61.4%, National 60.5%)

Y6 RWM combined: 64.3% disadvantaged children achieved EXS+ (Rochdale 46.8%, National 47.4%)

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
N/A	

