

Pupil premium strategy statement – St John the Baptist Roman Catholic Primary School, Burnley 2026-27

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	210
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2026-2029 Strategy Plan 2026-27 Updated Statement
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Helen Bibby, Headteacher
Pupil premium lead	Lewis Birtwistle, Deputy Headteacher
Governor / Trustee lead	Michael Mulrooney

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£107,295
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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>	£107,295

Part A: Pupil premium strategy plan

Statement of intent

At St John's, our main objective is to ensure that all disadvantaged pupils, including those with special educational needs and disabilities (SEND), are supported to achieve their full potential academically, socially, and spiritually. We aim to close the attainment gap between disadvantaged pupils and their peers, ensuring that all children meet or exceed age-related expectations in reading, writing, and mathematics. Equally, we seek to nurture pupils' emotional well-being, fostering resilience, self-confidence, and positive relationships, so that every child can thrive within the school community.

Our Pupil Premium strategy is designed to provide targeted and evidence-based support that addresses the specific needs of our disadvantaged pupils. Academic interventions focus on closing gaps in literacy and numeracy through small-group or one-to-one support, with particular attention given to pupils with SEND. 25% of our SEND pupils are also PPG. Progress is closely monitored, and interventions are adapted to ensure maximum impact. In addition, we provide specialist pastoral and wellbeing support to help pupils manage social and emotional challenges, including nurture groups and bespoke programmes that build confidence and resilience. 20% of our disadvantaged pupils have English as an additional language. Over 25% of PPG live in IDACI Band B or below areas.

Attendance and engagement are key components of our strategy. We actively monitor pupil attendance and implement early intervention strategies where barriers to regular attendance exist. Individual support is put in place for pupils facing challenges that affect their ability to attend school consistently, ensuring that all pupils can fully access the curriculum and enrichment opportunities.

For pupils with SEND, our strategy emphasizes personalized support and tailored teaching approaches. We work closely with external specialists and agencies to ensure that provision meets individual needs, and we review support regularly to maintain effectiveness. This ensures that every pupil receives the resources and guidance required to make sustained progress.

The key principles underpinning our Pupil Premium strategy are equity of opportunity, targeted and evidence-based intervention, holistic development, collaboration, continuous monitoring and adaptation, and alignment with our Catholic values. We are committed to ensuring that every pupil, regardless of background, has access to high-quality teaching, support, and enrichment, enabling them to flourish both academically and personally.

The effectiveness of our Pupil Premium strategy will be measured through improved academic outcomes, including attainment and progress in literacy and numeracy, for disadvantaged pupils. We will also monitor attendance, engagement, and participation in enrichment opportunities, as well as improvements in emotional well-being and social development. Success will be evident when disadvantaged pupils make at least expected progress, achieve age-related expectations, and demonstrate confidence, resilience, and positive engagement in school life. By regularly reviewing the impact of interventions and adapting provision accordingly, we aim to ensure that all pupils, including those with SEND, are able to thrive in line with their potential and our school's values

Challenges

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

Challenge number	Detail of challenge
1 Pastoral	Some pupils require additional support to manage social and emotional needs, including developing resilience, self-confidence, and positive relationships with peers and adults. Ensuring pupils feel safe, supported, and able to access learning is a priority.
2 Attainment	A number of Pupil Premium pupils enter school with attainment below age-related expectations. In 25/26 69 % of PPG pupils were below expected levels on entry. This includes literacy and numeracy skills, which can impact progress across the curriculum. Focused interventions are needed to close gaps and ensure all pupils make good or accelerated progress.
3 Attendance	Regular attendance is a key factor in achieving academic success. Some Pupil Premium pupils face barriers to consistent attendance, including family circumstances, health, or social issues, which can lead to missed learning opportunities. 27% of PPG pupils were classed as PAS in 2025/2026.
4 SEND	25% of pupils on our SEND register are PPG. These may affect access to the curriculum and require targeted support, differentiated teaching, or specialist interventions to ensure progress is maximized. 50% of EHCP's are PPG.
5 Access to wider opportunities	Some pupils can face barriers in accessing wider opportunities. These experiences are important in developing confidence, cultural capital, aspirations and social skills.

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
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	• Positive pupil voice or wellbeing questionnaires, reflecting higher levels of happiness, confidence, and emotional resilience. • Pupils report that they feel safe, supported, and valued at school. • Reduction in behaviour incidents, including those linked to social or emotional challenges. • Higher levels of participation in school activities, clubs, and enrichment opportunities. • Disadvantaged pupils actively engaging in class discussions, group work, and school events. • Consistent evidence from teachers and support staff that pupils demonstrate improved self-regulation, resilience, and positive relationships with peers. • Staff confidence in identifying and supporting pupils' emotional needs effectively. • Disadvantaged pupils are able to access the full curriculum

	and enrichment opportunities consistently. • School leadership and pastoral staff can demonstrate consistent monitoring and proactive intervention to support attendance for disadvantaged pupils. • Attendance policies and strategies are embedded and effectively applied across the school.
To ensure all pupils in receipt of pupil premium with SEND, make expected progress from their starting points. PIVATS to be used to measure progress.	• All Pupil Premium pupils with SEND demonstrate measurable progress from their individual starting points, as tracked using PIVATS (Performance Indicators for Value Added Target Setting). • Pupils meet or exceed their individual targets within agreed timeframes, showing consistent growth across areas of learning. • Regular PIVATS assessments are completed and reviewed termly to ensure accurate tracking of progress. • Intervention plans are adjusted based on PIVATS data to address specific areas of need promptly. • Pupils have personalised learning targets and receive tailored support to enable progress, including small-group or one-to-one teaching. • Access to appropriate resources and specialist interventions supports pupils in achieving their learning goals. • Pupils actively participate in learning activities and interventions designed to support their SEND needs. • Increased independence and confidence in learning, measured through teacher observations and PIVATS evidence. • Evidence that teaching is adapted effectively to meet the needs of Pupil Premium pupils with SEND
Improve cultural and childhood experiences for all pupils across school, particularly our disadvantaged pupils	• Increased participation of disadvantaged pupils in enrichment activities, educational visits, clubs, music and sport across the academic year. • All pupils, particularly disadvantaged pupils, access a broad range of cultural experiences that enhance personal development. • Pupil voice demonstrates increased confidence, aspiration, and engagement with wider opportunities beyond the classroom. • Attendance and engagement in extracurricular activities for disadvantaged pupils is in line with or better than school average. • Barriers are reduced through targeted support, ensuring equal access to trips, resources and enrichment opportunities.

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: £52000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Associate SEND co used to identify and support pupils with SEND to ensure inclusion and effective provision	EEF SEND	1, 2, 4
Continued use of ELS (DfE validated Systematic Synthetic Phonics programme) to secure stronger phonics teaching for all pupils. Small group support and 1:1 tuition. Ongoing CPD for all staff delivering this programme.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF	2, 4
ELS Spelling and Grammar schemes to provide a clear curriculum and resources to narrow the gap for disadvantaged pupils.	This scheme clearly follows the guidance as it allows pupils time to clearly develop their spelling through extensive and supportive practice. Improving Literacy in KS2 Improving Literacy in KS1	2, 4
Effective deployment of staff, Teaching Assistants and HLTA to support key children and year groups in High quality Maths and English lessons with teachers.	Effective Deployment of Teaching Assistants - EEF	1, 2, 4

CPD for staff in EYFS and KS1 in use of the SHREC approach to improving oracy and vocabulary acquisition. Outdoor provision updated to reinforce high quality interaction and engagement in outdoor areas.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions Teaching and Learning Toolkit EEF	1, 2, 4
Review current provision alongside the guidance 'Special Educational Needs in Mainstream' for the teaching of Maths and English for SEND pupils. Staff to adapt their curriculum to meet the needs of everyone. CPD and monitoring by SEND Lead and Headteacher.	See EEF research guidance report: Special Educational Needs in Mainstream School published in March 2020 Ensure all pupils have access to high quality teaching.	4

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

Budgeted cost: £ 27000

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons. Tutoring will be implemented with the help of DfE's guide: Tutoring: guidance for education settings IDL Words First Spelling 1:1 Reading (daily for targeted pupils) other identified interventions eg Flash Academy	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition Teaching and Learning Toolkit EEF Small group tuition Teaching and Learning Toolkit EEF	2, 4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in line with our Phonics scheme.	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: Phonics Teaching and Learning Toolkit EEF	2, 4
Mathematics Intervention to ensure secure fluency knowledge	Enable pupils to develop a rich network of mathematical knowledge. Improving Mathematics in Key Stages 2 and 3	

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

Budgeted cost: £28000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all pupils have access to high quality teaching, with effective TA support when needed.	Clearly structured times and tasks to help support our most disadvantaged pupils. Making The Best Use of Teaching Assistants	1, 3, 4
Well planned transition arrangement into EYFS to ensure nursery and parental engagement identifies 'at risk' pupils as, or before, they start school. Support to be put in place for pupils identified as vulnerable. Supported transition for pupils who enter school in different year groups.	EEF Guidance about Wider strategies focusing on: SEL, Well-being and Mental Health. EEF Wider Strategies	1, 2, 3, 4, 5
Pastoral support across school where needed. TA staff have had trauma informed practice training and will use this to support pupils through daily check ins and bespoke sessions as and when required.	EEF Wider Strategies	1, 2, 3, 4, 5
DSLs in school: Offer parents support through the CAF process and signpost parents to the local offers of support through the multi-agency approaches in Burnley and East Lancashire. This will enable vulnerable families to access key services. Early help assessment process with vulnerable families - allowing them to access key services Bespoke and intensive support for the most vulnerable pupils in school including those at risk from exclusions.	EEF Wider Strategies	1, 2, 3, 4, 5

Engage the relevant support professionals in line with the Attendance Policy and Medical Conditions Policy to encourage good attendance. Attendance to be a focus item for key pupils at parent evenings and pupil progress meetings. Increased links with PAST team, SEND team and health professionals. Fines for unauthorised absence, home visits and phone calls. Reward system launched with pupils and families.	EEF Supporting Attendance	1, 3, 5
Events for parents planned and delivered by FSO which allow for opportunities to work directly with trained staff and their children to build more positive relationships and calm engagement.	Parental Engagement EEF Working With Parents	1, 3, 4, 5

Total budgeted cost: £107 000

Part B: Review of the previous academic year 2025-2026

Outcomes for disadvantaged pupils

Impact of Pupil Premium Funding 2025-2026

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

EYFS profile GLD

	No PPG	PPG	Non-PPG
25/26	11	54%	68%

Phonics Year 1

	No PPG	PPG	Non-PPG
25/26	6	50%	91%

Year 2 phonics

	No PPG	PPG	Non-PPG
25/26	10	100%	100%

MTC

Mean Score

	No PPG	PPG	Non-PPG
25/26	10	16.4%	22.1%

KS2

Reading

	No PPG	PPG	Non-PPG
25/26	13	61.5%	67%

Writing

	No PPG	PPG	Non-PPG
25/26	13	69%	73%

Maths

	No PPG	PPG	Non-PPG
25/26	13	67%	73%

Combines RWM

	No PPG	PPG	Non-PPG
25/26	13	53%	67%

All PPG children engaged in a range of cultural/ sporting activities.

