

Pupil premium strategy statement

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 Vianney
Number of pupils in school	200
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/26
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Mrs A Friar
Pupil premium lead	Mrs A Friar & Mrs L Nagy
Governor	Mrs N Charlton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60,180
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	£60,180

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to ensure that our pupils are not disadvantaged as a result of their socio-economic context. We believe that with the correct support all pupils can achieve their full potential, as long as the provision meets their needs.

Our ultimate objectives are to:

✓ Remove barriers to learning created by poverty, family circumstance and background

✓ Narrow the attainment gap between disadvantaged pupils and their non-disadvantaged counterparts

✓ Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum

✓ Develop pupils' confidence in their ability to communicate effectively in a wide range of contexts

✓ Empower and support pupils to look after their social and emotional wellbeing and to develop resilience

✓ Enable pupils to access a wide range of opportunities to develop their knowledge and understanding of the world

Challenges

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

Challenge number	Detail of challenge
1	<p>Challenges with Early Language and Social Communication Development</p> <p>Many of our children enter Nursery and Reception with very low baselines in relation to language & social communication skills. This can adversely impact their ability to access the breadth of the curriculum as they progress through the EYFS and their primary years. Addressing this gap affords them the best opportunity to thrive in all areas.</p>
2	<p>Low attainment of disadvantaged children</p> <p>There is a gap between the attainment of disadvantaged pupils (particularly girls) in reading, writing and mathematics in relation to their non-disadvantaged peers. This is evident in gap analysis throughout the school and at key assessment points.</p>
3	<p>Higher absence rates in disadvantaged pupils</p> <p>The attendance of disadvantaged pupils is lower than that of non-disadvantaged pupils, leading to gaps in learning. 38% of persistently absent pupils (attendance at 90% or lower) are disadvantaged.</p>
4	<p>Increase in social and mental health difficulties</p> <p>Following the COVID-19 pandemic, pupils have increasingly struggled with their confidence and there has been a rise in the number of our pupils, including those who are disadvantaged, requiring additional mental health support. A number of our disadvantaged pupils face dealing with adverse childhood experiences and require additional support and nurture.</p>
5	<p>Limited access to Cultural Capital and Enrichment Opportunities</p> <p>In recent years, St John Vianney school location IDACI indicates a decrease in deprivation. However, many of the children in our school community live in very close proximity to the school and in areas with a high index of deprivation. These disadvantaged pupils are not exposed to the same cultural and enrichment opportunities as some of their peers. We know that providing these for the children aids them in reaching their full potential.</p>
6	<p>Challenges faced by pupils who are disadvantaged <u>and</u> have SEND needs.</p> <p>Almost half of our disadvantaged pupils are also SEND, having at least one area of need. These children require additional support as we help them to navigate the challenges they face.</p>

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
1. Through targeted support and whole school oracy development, language and social communication skills will be significantly improved through the Early Years and built upon effectively throughout KS1 and KS2 Children will have the power to communicate effectively, engage	<ul style="list-style-type: none"> a) Pupils will be able to use age-appropriate vocabulary and sentence structures to express ideas, wants, needs and feelings inside and outside the classroom b) Pupils will be able to listen effectively and take turns when communicating with others in one-to-one, group and whole

<p>positively in their learning and achieve in line with their peers.</p>	<p>class interactions, increasing confidence as they do so.</p> <ul style="list-style-type: none"> c) Challenges arising from communication difficulties will be significantly diminished as a result of successful needs-appropriate support. d) Data from a range of sources will show the positive impact of improved language and social communication over time
<p>2. The attainment gap in reading, writing and maths between disadvantaged pupils and their non-disadvantaged peers will be diminished and girls will be performing in line with boys across the school.</p>	<ul style="list-style-type: none"> a) High quality teaching leads to clear progression for disadvantaged pupils, evident in books b) Disadvantaged pupils will make at least good progress from their starting points c) Disadvantaged pupils will achieve in line with their peers at each key stage, Nursery to Year 6 d) Intervention strategies will show clear impact on attainment and progress for disadvantaged pupils e) The impact of high quality CPD will be evident in outcomes for all children
<p>3. Attendance of disadvantaged pupils will be in line with their non-disadvantaged peers, and the number of persistently absent disadvantaged pupils will be significantly reduced</p>	<ul style="list-style-type: none"> a) Attendance of disadvantaged pupils will be in line with national b) Persistent absence levels for disadvantaged pupils will no longer be a barrier for disadvantaged pupils c) Improved attendance of disadvantaged pupils will show a direct correlation with improved attainment
<p>4. Pupils receiving support with their social, emotional and mental health needs will show improved levels of social and emotional regulation and engagement in all areas of school life</p>	<ul style="list-style-type: none"> a) Levels of SEMH support required by pupils will be reduced b) Incidents linked to emotional dysregulation will be reduced c) Pupils will demonstrate improved levels of emotional self-regulation and coping strategies d) Observations and pupil voice will show stronger emotional resilience and wellbeing e) Attendance and behaviour data will show improvement
<p>5. Disadvantaged pupils' life experiences will be enriched through access to a range of activities, contributing to positive academic and social outcomes</p>	<ul style="list-style-type: none"> a) All disadvantaged pupils participate in at least one extra-curricular club b) Pupils and families are supported to eradicate any financial barriers to their engagement with school trips and residential visits and participation in school-based curricular enrichment activities c) Disadvantaged pupils' raised engagement levels show increased awareness, knowledge and confidence about the world around them
<p>6. Disadvantaged pupils with Special Educational Needs and Disabilities will</p>	<ul style="list-style-type: none"> a) There will be a clear, consistent and effective approach to the identification of

<p>achieve their full potential and personal progress and development targets</p>	<p>pupils with special educational needs and disabilities</p> <ul style="list-style-type: none">b) All staff follow the graduated approach to supporting pupils with SEND and will use training they participate in to support with thisc) SEND pupils will meet or exceed their personalised targets set out in their SEND support plans, EHCPs or IBPsd) Gaps in attainment between SEND disadvantaged pupils will narrow over time, particularly in reading, writing and mathse) Partnership with parents and families of SEND children will be a strong feature of support for all SEND pupils, including those who are also disadvantaged.
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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: £ 12,080

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff training for Early Talk Boost from Speech and Language UK, including screening and tracking in Nursery and Reception</p> <p>Use of the Tales Toolkit - early language through oral storytelling</p>	<p>Initial trials of Early Talk Boost found positive impacts on children's early language development (5 months' progress after a 9 week intervention).</p> <p>Current EEF second trial ongoing (publication Summer 2027).</p> <p>Tales Toolkit EEF Pilot (ending January 2026) – Initial promising reports.</p> <p>Children from areas of deprivation are more than twice as likely to have poor language development in the Early Years.</p> <p>Royal College of Speech and Language Therapists (RCSLT) advocates for universal early language screening – supporting better long-term outcomes.</p>	1
<p>Whole School Oracy Project, including initial CPD in Oracy, creation of an Oracy Team and development of strategies to use throughout the school</p>	<p>EEF evidence in the Teaching and Learning Toolkit shows 6+ months impact of oral language interventions and additional benefits relating to pupil attitudes, attention, self-regulation and confidence.</p>	1, 2, 4, 6
<p>High Quality CPD focused on evidence-based teaching strategies, including effective questioning, retrieval, working memory and developing a rich knowledge base with the children</p>	<p>EEF evidence shows quality first teaching has a high impact at 5+ months. Pupils will benefit from high quality CPD undertaken by staff, leading to strong teaching and effective learning opportunities.</p> <p>EEF metacognition and self-regulation (+7 months) - high impact</p>	1, 2, 6
<p>Ongoing CPD relating to our 'Are You Really Reading' Approach-being used throughout KS1 & KS2.</p> <p>Ongoing CPD related to our bespoke writing approach, adapted from previous initiatives</p>	<p>EEF Teaching and Learning Toolkit evidences that reading comprehension strategies yield high impact (an average of 7 months' progress) alongside phonics</p>	1, 2, 6

Continuing the recruitment and retention of high quality, highly qualified staff to deliver high quality teaching and learning to all pupils	EEF Guide to the Pupil Premium cites that providing an effective teacher for every class is particularly important for disadvantaged pupils and should rightly be a top priority for pupil premium spending	1, 2, 6
Engaging middle leaders in quality CPD through undertaking National Professional Qualifications linked to whole school improvement priorities	EEF Effective Professional Development - effective PD plays a crucial role in improving classroom practice and pupil outcomes	1, 2, 6
Engaging in quality CPD for Maths through engagement with the North West 3 Maths Hub (with a sharp focus on oracy in maths, maths mastery and mastering number)	EEF Mastery Learning – has shown a moderate impact of 5+ months' progress for pupils	1, 2, 6
CPD for all staff as part of the SENDIA Award CPD as part of the Autism in Schools Project	EEF Effective Professional Development - effective PD plays a crucial role in improving classroom practice and pupil outcomes	3, 4, 6

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

Budgeted cost: £ 23,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Level 3 Teaching Assistant employed to target pupil premium children in the areas of : Writing – basic skills progression Writing – secure sentence structure Comprehension skills development Spelling – bespoke targeted sessions Handwriting - KS2 and KS1 targeted groups Sentence construction and spelling at KS1	EEF – One to one tuition study – this can deliver approximately 5 months' progress on average EEF Making best use of Teaching Assistants – when TAs are well trained and given high quality support and training, they can boost learning by as much as an extra term	1, 2, 6

Precision Teaching for reading and writing at KS1		
Reading Plus intervention for targeted disadvantaged pupils	The use of digital technologies (supported by quality first teaching) is noted by the EEF as having a positive impact on learning	2
Targeted Maths Interventions: Times Tables Support Mastering Number Groups Maths FUNdamentals	Making best use of Teaching Assistants – EEF report EEF's 'Improving Mathematics in Key Stages 2 and 3'	2, 5
Phonics targeted Fast-Track Tutoring	EEF - Making best use of Teaching Assistants	1, 2, 6

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

Budgeted cost: 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture Provision (part time) to meet the needs of pupils facing social, emotional and mental health challenges and those pupils with SEND needs	Special Educational Needs in Mainstream Schools: Evidence Review March 2020 EEF – 'Social and emotional learning' 3+ months progress	4, 6
Pastoral Lead to work closely with children and families on wellbeing and mental health challenges as barriers to learning, in close liaison with outside agencies	EEF – Working with parents to support children's learning – strategy 4 is about offering more sustained and intensive support where needed	4, 6
Leaders and Pastoral Lead to work with families to remove barriers to good attendance and punctuality Attendance Support Meetings Home Visits Support Meetings	EEF Rapid Evidence Review into strategies to improve attendance – Interventions that's how promise take a holistic approach to understanding pupils and their specific need and address the specific barriers to attendance that have been identified	3
Support pupils to develop resilience and manage their wellbeing in a more confident manner PATHS Sessions B's Buddies Wellbeing Wednesdays Fun Club/Library time	EEF – PATHS Trial – showed that higher implementation quality was associated with better pupil outcomes EEF Report – Improving Social and Emotional Learning in Primary Schools. It stresses this is particularly important for children from disadvantaged backgrounds who tend to have weaker SEL skills than their peers	3, 4, 5

<p>Individual pastoral support targeted according to SEMH needs</p> <p>Play Therapy</p> <p>Barnardos Sessions</p> <p>Counselling Support</p> <p>Bereavement Support</p> <p>Mental Health Support</p>	<p>EEF study into social and emotional interventions – SEL interventions have an identifiable and valuable impact on social relationships and attitudes to learning and can boost attainment progress by up to 4 months</p>	<p>3, 4</p>
<p>Provide extra-curricular activities to all pupils – prioritising disadvantaged pupils</p> <p>Provide funding for disadvantaged children to access enrichment and extra-curricular activities</p>	<p>EEF – Extending school time – on average, pupils make 2 months’ progress per year through accessing extended school time, with disadvantaged pupils possibly making slightly more progress</p>	<p>5</p>

Total budgeted cost: £60,180

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Headline Data from KS2 SATs and Teacher Assessment

This details the impact that our pupil premium activity had on pupils in the 2024-25 academic year, in addition to impact over three years. It demonstrates the improvement in the achievement of our Pupil Premium Children at St John Vianney compared to Pupil Premium children nationally.

	2022-2023			2023-2024			2024-2025		
	PP School	PP National	Gap (%)	PP School	PP National	Gap (%)	PP School	PP National	Gap (%)
Reading	40%	60%	-20	57%	62%	-5	56%	63%	-7
Writing	30%	58%	-28	57%	58%	-1	67%	59%	+8
Maths	60%	59%	+1	57%	59%	-2	100%	61%	+39

Attainment Data Analysis

In READING, we have reduced the substantial gap of -20% in 2023 to just -7% in 2025, having surpassed this in 2024 with just a -5% gap. It should be noted that all three pupil premium boys who did not achieve the expected standard were on the SEND register. Two of these boys also had a diagnosis of dyslexia. The remaining pupil who did not achieve the expected standard was on our SEND monitoring list.

In WRITING, the gap between ourselves and the national disadvantaged population has again substantially narrowed, from -28% in 2023 to -1% in 2024 and +8% in 2025. It is important to note that all the pupil premium children who did not achieve the expected standard were on the SEND register.

In MATHS, the broadly average gaps of +1% (2023) and -2% (2024) have hugely narrowed, and performance has exceeded national disadvantaged children by a huge +39%. It must be noted that all Pupil Premium pupils achieved the expected standard.

Attendance Data Analysis

This shows attendance data for pupils eligible for Free School Meals in the last 6 years (FSM6) at St John Vianney, compared to these same pupils nationally.

YEAR	School	National	Gap (School-National)	School v National Trend
2022/23	90.7%	91.6%	-0.9%	Relative Decline
2023/24	92.1%	92.0%	+0.1%	Relative Improvement
2024/25	92.1%	92.6%	-0.5%	Relative Improvement

Progress towards challenges identified in previous strategy

NELI training was implemented and tracking has taken place. Results have fed into current SIP priorities. Early speech and language development continues to be a significant barrier to our PP children on entry. Swift interventions and referrals are utilised to improve speech, language and communication skills. Further language and SEND interventions are planned for the coming year.
The "Are You Really Reading?" project has had a positive impact on narrowing the gap in Reading and will continue to be developed this academic year. Targeted interventions planned by teachers and 1:1 tutors have helped to narrow the gap in Maths and Reading
Tracking of PP v Non-PP disparity will continue for all PP and non-PP pupils, in addition to the tracking of PP compared to PP nationally . PP/SEND pupils will be targeted for 1:1 tuition and PP funded interventions.
There has been a significant reduction in CPOMs logs of high-level behaviours for children at risk of exclusion. These incidents will continue to be closely monitored and barriers to wellbeing and progress will be identified and provision put in place to overcome them.
There will continue to be an intensive scrutiny of the number of children who are disadvantaged and persistently absent. This continues to be a key priority for our school.

Externally provided programmes

Programme	Provider
Reading Plus	Dreambox Learning Inc (formerly Reading Plus)
Numbots	Maths Circle Ltd
Times Tables Rock Stars	Maths Circle Ltd
Read Write Inc Phonics	Ruth Miskin Literacy
Read Write Inc Spelling	Ruth Miskin Literacy