

Pupil Premium Strategy Statement

This statement details our school's use of Pupil Premium (and Recovery Premium for the 2022 to 2023 academic year) 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	Information
School name	St. John Fisher
Number of pupils in school	449 (including Nursery)
Proportion (%) of pupil premium eligible pupils	92 pupils (20%)
Academic year/years that our current pupil premium strategy plan covers	September 2022 – July 2025
Date this statement was published	20 th November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Dee Williams
Pupil Premium lead	Dee Williams
Governor / Trustee lead	Sharon Boyle

Funding overview

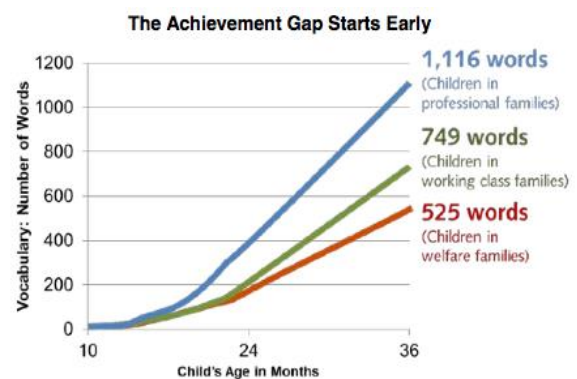
Detail	Amount
Pupil Premium funding allocation this academic year	£114 312
Recovery Premium funding allocation this academic year	£12 180
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£126 492

Part A: Pupil Premium Strategy Plan

Statement of Intent

The aim of the Romero MAC and ours at St. John Fisher Catholic Primary School, is to provide an innovative yet academically rigorous curriculum that inspires, empowers, and enables all our students to recognise their full potential and respond to what God calls them to be. We partner and support parents in their role as primary educators and aim to create a welcoming, compassionate, diverse and vibrant community that develops within our students a greater global awareness and encourages both their academic and spiritual growth.

Evidence shows that children from disadvantaged backgrounds face additional challenges in reaching their potential and that this starts from a very early age (see Word exposure graph). Even more worrying is the impact COVID has had on making disadvantaged children even more disadvantaged as shown by the growing gap at KS2 SATS (Disadvantaged Gap Index growing by 0.28 from 2019) Through effective use of the additional funding, sharing of best practice (internally and externally), careful consideration of research and application of our wider calling, our aim is:

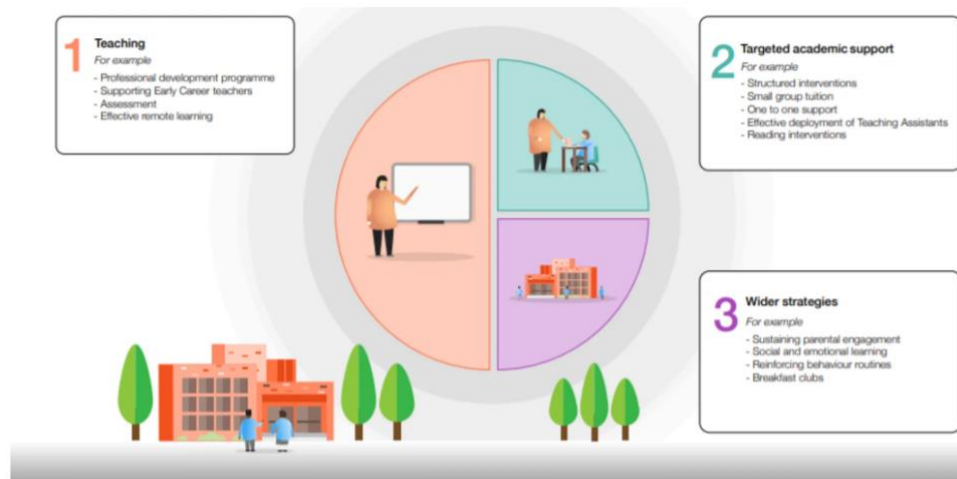


For all of our disadvantaged children to be inspired, empowered and enabled to recognise and fulfil their potential and respond to what God calls them to be.



Implementation Statement

The structure for aligning our action to achieve our intent is drawn principally from the combination of the Department for Education's 'Using Pupil Premium: Guidance for School Leaders and the Education Endowment Fund's Guide to Pupil Premium. We have considered how the layers of priorities fit within the structure of implementing the best practice three tiered approach. This naturally aligns with our ongoing strategic thinking which has been underpinned by Daniel Sobel's 'Narrowing the Attainment Gap', where there is a greater consideration for the whole child and the numerous barriers (social, emotional and family as well as educational) that can impact a child's learning.



([Pupil Premium Guidance iPDF.pdf \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk/Pupil-Premium-Guidance-iPDF.pdf))

We have analysed existing practices and other potential strategies and initiatives in line with these three considerations: Teaching, Targeted support and Wider Strategies/Enrichment. During this academic year, High-quality teaching is at the heart of our approach, with ensuring that our disadvantage children receive the very best input as often as possible. This is a core belief of our school and is proven to have the greatest impact on closing attainment gaps. This year, we have placed increased emphasis on the overlap between SEN and PP and are therefore placing the EEF 'Five-a-Day' principle as the key teaching and learning tool. Additional targeted support can take the form of in class targeting through quality first teaching, additional intervention and therapy groups and additional targeted booster sessions and homework. Our wider strategies centre around the Romero Charter and ensuring that the most disadvantage children have the most access and opportunity to fulfil the and experience the elements of this.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. Over the past five years, we have completed our 'Barriers to Learning' assessments for individual classes and have identified these areas as a current priority challenge areas. These work alongside daily classroom practice following the EEF's diagnostic model. These areas will have been influenced by the wider improvement and priorities of the school, most significantly the Academy Improvement Plan.

Challenge	Detail of Challenges	
	Focus Area	How Need Was Identified
1.	Low attendance for disadvantaged pupils in comparison to non – disadvantaged pupils leading to lost learning and an impact on overall attainment.	Attendance data over the last two years indicates that attendance among disadvantaged pupils is lower than those who are non – disadvantaged.
2.	Continue to focus on gaps in pupils' knowledge and skills across core subjects.	Assessments and observations indicate that there is a gap between those pupils who are disadvantaged and those who are non – disadvantaged, particularly in Writing and Mathematics.
3.	Early reading (particularly phonics) skills, understanding and application.	Assessments, observations and discussions with pupils indicate that disadvantaged pupils generally have greater difficulty developing phonic knowledge than their peers. This has a negative impact on their development as fluent readers.
4.	Lack of oracy skills and limited knowledge of vocabulary which has an impact on reading and writing.	Baseline assessments in Nursery and Reception indicate underdeveloped oral language skills and vocabulary gaps.
5.	Lost learning has led to a lack of confidence and levels of low attainment for some pupils in Mathematics.	In year assessments and question analysis of papers have highlighted that there are gaps in knowledge for disadvantaged pupils, this is particularly evident in year groups across KS2.
6.	Lack of parental engagement for some groups of pupils leading to low aspirations.	Observations and discussions with teaching staff suggest that some families can be reluctant to engage with school and this having a negative impact on pupils' aspirations.
7.	Narrow range of enrichment opportunities for some pupils within the home setting, sometimes due to financial restraints.	Cost of School Living Audit (conducted by Local Authority), parent survey and discussions with parents have suggested that not all pupils have access to enrichment activities outside of school. Some families struggle to finance additional opportunities for their children.
8.	Vulnerable families and pupils with mental health and well-being issues having a direct impact on attitudes to learning and self – esteem.	Analysis of attendance and punctuality data, assessments and observations from the Pastoral/SEND Teams have noted an increase in referrals to external agencies for pupil and family support.

Intended Outcomes

This outlines the outcomes we are aiming for and how we will measure whether they have been achieved. In order to add further transparency, we have divided these into outcomes for this academic year and outcomes we are aiming to achieve in the next three years (the strategic period).

Academic Year 2022- 2023	
Intended outcome	Success criteria
Improve attendance and punctuality for disadvantaged pupils.	<p>The overall attendance for all pupils will be at least in line with national, the attendance gap between disadvantaged pupils and their non - disadvantaged peers will have reduced significantly.</p> <p>The percentage of all pupils who are persistently absent will be well below national.</p>
<p>Ensure all groups of pupils recover gaps in lost learning and achieve above national expectation in Reading, Writing and Mathematics, with a growing proportion achieving greater depth.</p> <p>Ensure Disadvantaged pupils recover any lost learning at the same rate as non-disadvantaged pupils.</p>	<p>Robust pupil progress tracking and teacher meetings will ensure that the highest quality provision is in place for Reading, Writing and Mathematics. Teachers will use PIXL (question analysis) each term in Reading and Mathematics each term so they adapt their planning accordingly and plan the appropriate interventions.</p> <p>There will be an increase in the percentage of disadvantaged pupils achieving age related expectations in each year group by Summer 2023.</p>
All pupils to have access to high quality Early Reading and phonics curriculum using RWINc.	<p>Achieve 100% pass rate in Statutory Phonics Assessment by the end of June 2023.</p> <p>All staff have received high quality training in the teaching of RWINc and have received regular coaching by RWINc Lead.</p> <p>All pupils will have access to a decodable RWINc book and an Aspirational Book each week.</p> <p>Interventions in place for those pupils falling behind and have been monitored carefully.</p> <p>Pupil Voice demonstrates that the very large majority of pupils enjoy reading and can remember key books/texts.</p>
Continue to develop oracy skills of pupils, with a particular focus on EYFS.	<p>Baseline assessments using Wellcomm are used to plan interventions.</p> <p>Speech and Language Audit of EYFS and KS1 – highlights areas of strength and development. All relevant staff are trained to ensure by specialist and plan interventions according to need.</p> <p>Assessment outcomes indicate that significant improvement of language skill for those pupils who are disadvantaged.</p>
To ensure that high quality teaching of Maths reduces the gap between disadvantaged pupils and those who are non-disadvantaged.	<p>KS1 and KS2 pupils achieve at least 0 progress score for Mathematics.</p> <p>Increase the percentage of Disadvantaged pupils achieving ARE in each year group. Interventions for disadvantaged pupils aim to make rapid progress.</p> <p>Maths Reviews demonstrate that high quality provision is consistent across the school.</p>
To increase levels of parental engagement for those pupils who are disadvantaged and ensure that they become more involved in school activities.	A range of educational/fun activities in place for each year group to encourage all parents to engage with school. Parents have an overview of curriculum entitlement at SJF and actively engage with sessions.
To provide a broad, balanced and enriching curriculum for all.	School to take part in Cost of School Living Audit (Local Authority).

	<p>Disadvantaged pupils have the opportunity to fulfil every aspect of Romero Child Charter before they leave St. John Fisher.</p> <p>Pupil Voice demonstrates that pupils are enjoying learning in class and have opportunities to attend a range of extra-curricular activities.</p>
<p>To continue to support the emotional and mental health well-being of our St. John Fisher Community.</p>	<p>Every teacher will complete a Thrive assessment for their class and a class intervention will be put in place. Thrive Practitioners will have access to annual training and provide 1 to 1/group support where appropriate.</p> <p>Individual pupils to receive professional counselling sessions via an external support.</p> <p>The most vulnerable families/pupils will be supported via the Pastoral Lead.</p> <p>SENCo will continue to work with external agencies and ensure pupils have additional needs met.</p>

Strategic Period (Sep 2022 – Jul 2025)

Intended outcome	Success criteria
<p>Ensure all children recover any lost learning.</p>	<p>Return to positive progress scores for Reading, Writing and Maths at the end of each key stage.</p> <p>Return to at least national percentages at Phonics Screening Check. End of Key Stage 1 and End of Key Stage 2 assessments.</p>
<p>All children achieve at least the national average for Phonics Screening Check, including those pupils who are disadvantaged.</p> <p>All children can read fluently and enjoy a range of diverse and engaging texts.</p>	<p>Achieve 100% pass rate in Phonics Screening Check for all pupils.</p> <p>Reading attainment for the vast majority of pupils are at least ARE and the gap between disadvantaged and non-disadvantaged is narrowing.</p> <p>Pupil voice to show that the very large majority of disadvantaged pupils enjoy reading.</p>
<p>Higher level vocabulary will be accessible and used within oracy and writing.</p> <p>Writing attainment across school for all children will have increased on previous year's internal data with disadvantaged children's writing being in-line with non-disadvantaged children.</p>	<p>Pupils are more confident when using higher level vocabulary and this is evident in classroom observations and writing outcomes across a range of subjects.</p>
<p>To provide a broad, balanced and enriching curriculum for all pupils.</p>	<p>Disadvantaged pupils to have had the opportunity to complete every element of the Romero Charter.</p>
<p>Children's confidence and self-esteem improves in all areas of school life.</p> <p>Mental health and well-being needs of pupils are prioritised and supported by all members of staff.</p>	<p>Pupils and staff will have a better understanding of how to support their own and other's mental health.</p> <p>Pupil Voice will show that children feel more confident and secure in themselves.</p>
<p>Increase levels of aspiration for all children to succeed in all elements of school life.</p> <p>All pupils to have opportunities to take part in enrichment activities before and after school.</p>	<p>All pupils to complete all elements of the Romero Child Charter appropriate to their age and stage.</p> <p>Continue to enhance a broad and balanced school curriculum (Science, Music and Computing)</p> <p>Higher percentage of disadvantaged Pupils attend extra-curricular activities.</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 (e.g. CPD)

Budgeted Cost: £ 45 450

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular Phonics training for all members of staff	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	2, 3, 4
Reading CPD for all members of staff	Evidence continues to show that reading is central to all learning. Specific strategies have been selected using EEF framework. Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	2, 3, 4
Investment in high quality Reading resources for all pupils	Research from the National Literacy Trust shows that 1 in 8 disadvantage children do not have access to books at home. Further evidence shows this is a barrier to reading and vocabulary acquisition.	2, 3, 4
High quality Maths Mastery CPD for Teachers and Teaching Assistants	Mastering maths means pupils of all ages acquiring a deep, long-term, secure and adaptable understanding of the subject . The phrase 'teaching for mastery' describes the elements of classroom practice and school organisation that combine to give pupils the best chances of mastering maths. Achieving mastery means acquiring a solid understanding of the maths that's been taught to enable pupils to move on to more advanced material.' (National Centre for Excellence in the Teaching of Mathematics)	5
Investment in Mathematical reasoning resources.	Manipulatives and representations can be powerful tools for supporting young children to engage with ideas across many areas of mathematics. They can help children make sense of mathematical concepts, develop visual images, increase engagement and enjoyment, help practitioners see what children understand and provide a bridge to abstract thinking. Children benefit from practical, first hand experiences of moving and interacting with manipulatives to develop mathematical ideas.	5
CPD on whole class oral language approach.	https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-languageinterventions Research shows that children's vocabulary is directly linked to their economic background with gaps emerging as early as the age of 3.	4
Continue to improve the quality of social and emotional (SEL) learning by providing CPD for all staff. SEL approaches to be embedded into daily practice.	There is extensive evidence associating 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). Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)	1, 5, 8

Targeted Academic Support

Budgeted cost: £ 43 600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional intervention therapy support	Intervention and therapies targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2, 5
PIXL question analysis used to plan targeted interventions.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 2, 3, 4, 5
Additional phonics groups	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 Toolkit Strand Education Endowment Foundation EEF	3, 4
Welcomm Language assessments and interventions for pupils in EYFS	The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language https://educationendowmentfoundation.org.uk/educationevidence/teaching/earning-toolkit/oral-languageinterventions	3, 4
Deliver First Class @ Number to KS2 pupils	1stClass@Number has the greatest impact on pupils who struggle the most Pupils with the lowest prior attainment made <i>seven extra months of progress in comparison to an equivalent subgroup in the control group. The result suggests that 1stClass@Number might be an intervention most appropriate for pupils with greater difficulty.</i> (p 53) 1stClass@Number works very well for teaching assistants <i>TAs were confident that the training they received prepared them to implement the intervention, they enjoyed doing so and they had positive comments about the materials and the lesson plans. Most TAs expressed the view that pupils' confidence in maths increased considerably . . . and indicated that they would like to continue to implement the intervention with further groups of children.</i> (p 6 & p 65) (Education Endowment Foundation: Every Child Counts)	5

Wider Strategies

Budgeted cost: £ 37 400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance	<p>Rapid evidence assessment on attendance interventions for school aged pupils. EEF (2021)</p> <p>Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001).</p>	1, 7, 8
Thrive training, approach and interventions	<p>Social, emotional support is has proven impact on overall wellbeing.</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>As a specific programme Thrive is underpinned by leading research and successfully case studied.</p> <p>Impact of Thrive - The Thrive Approach</p>	1, 6, 7, 8
Breakfast Club offer	<p>As we are ineligible for specific offer, evidence base is underpinning our move to introduce a subsidised breakfast club for Disadvantaged pupils.</p> <p>Magic Breakfast EEF (educationendowmentfoundation.org.uk)</p>	1, 8
Parental workshops/school activities	<p>Working with parents is proven to be high impact lost cost strategy for closing the gap.</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	1, 6, 8
Extra-Curricular club funding	<p>As part of our whole school push towards widening our afterschool club offer we have ensured our Disadvantaged pupils have full access to clubs.</p> <p>Physical activity EEF (educationendowmentfoundation.org.uk)</p>	1, 7, 8
<i>Residential trip funding</i>	<p>Research and case study shows residential trips have a positive impact on Primary age children.</p> <p>Learning Away Comparative Research Study Final CL.pdf (cumbria.ac.uk)</p>	7

Total budgeted cost: £ 126 450

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 2021 to 2022 academic year.

Aim	Actions Delivered	Outcome Data	Summary
Increase the level of attendance and punctuality to reduce gaps in learning.	<p>Pastoral Lead works closely with the Attendance Officer to monitor persistent absences and lates.</p> <p>Profile of good attendance and punctuality is regularly highlighted and communicated to parents, staff and pupils.</p> <p>Pastoral Lead supporting vulnerable families.</p>	Overall attendance for 2021-2022 was 94.2%. Disadvantaged pupil attendance was 91.3% compared to those pupils who are non-disadvantaged at 94.8%	School attendance was above national for 21 – 22. Attendance was lower for Pupil Premium pupils.
Ensure all children recover any lost learning.	<p>All teachers completed question analysis for Reading, Writing and Mathematics to identify gaps in learning.</p> <p>Pupil Progress Meetings</p> <p>Focus on Quality First Teaching</p> <p>Focused Interventions for all year groups</p>	<p>KS1</p> <p>Reading 67%</p> <p>Writing 63%</p> <p>Mathematics 70%</p> <p>KS2</p> <p>Reading 73%</p> <p>Writing 73%</p> <p>Mathematics 61%</p>	Numbers of pupils on catch up interventions has been reduced. Disadvantaged pupils made the most gains in Reading with a positive progress score of 0.46%
<p>All children achieve at least the national average for Phonics Screening Check, including those pupils who are disadvantaged.</p> <p>All children can read fluently and enjoy a range of diverse and engaging texts.</p>	<p>RWInc Training delivered to all members of staff in EYFS. Regular coaching and mentoring in place for Teachers and Teaching Assistants.</p> <p>English Planning reviewed and adapted to ensure that there is a range of diverse fiction and non-fiction materials.</p>	<p>75% of pupils in Year 1 passed the Phonics Screening Test</p> <p>36% of disadvantaged pupils passed the screen.</p>	It should be noted that 5/11 pupils are on the SEND register and have significant learning needs.
<p>Higher level vocabulary will be accessible and used within oracy and writing.</p> <p>Writing attainment across school for all children will have increased on previous year's internal data with disadvantaged children's writing being in-line with non-disadvantaged children.</p>	<p>Planning adapted – highlighting key and ambitious vocabulary across all subjects.</p> <p>Termly guided writing moderation to support all teachers when making accurate judgements.</p> <p>School Improvement Leads supporting teachers to make adaptations to planning in order to meet needs of all pupils.</p>	<p>Vocabulary displayed in classrooms and pupils are able to articulate meaning.</p> <p>Writing</p> <p>Y2 63% v 10%</p> <p>Y3 72% v 46%</p> <p>Y4 70% v 63%</p> <p>Y5 68% v 50%</p> <p>Y6 73% v 54%</p>	Additional support to be given to the current Y3 and 4 – sentence construction and spelling.

<p>To provide a broad, balanced and enriching curriculum for all pupils.</p>	<p>Significant investment in the development of foundation subjects and CPD for staff. Rolling programme of CPD for staff.</p> <p>Each year group ensured a series of learning opportunities across the year to enrich the curriculum, using the Romero Child Charter.</p> <p>Enrichment opportunities have been increased following restrictions being lifted.</p>	<p>New planning developed for Computing and Science.</p> <p>All pupils to complete all elements of the Romero Child Charter appropriate to their age and stage.</p> <p>Higher percentage of PP pupils attended extra-curricular activities.</p>	<p>Pupil Voice demonstrates that they have had a wealth of enrichment activities provided across the year and no pupil has been left behind.</p>
<p>Children's confidence and self-esteem improves in all areas of school life.</p> <p>Mental health and well-being needs of pupils are prioritised and supported by all members of staff.</p>	<p>Barriers to learning document completed so all staff are aware of level of need.</p> <p>Pastoral Lead supported highlighted pupils.</p> <p>Thrive sessions delivered to identified pupils and interventions in place.</p> <p>SENCo/Pastoral Lead have regular meetings and training to support staff within school and vulnerable families.</p>	<p>Barriers document directly impacts interventions</p> <p>Pastoral intervention mapping, with context group of PP closely tracked and monitored.</p> <p>Quality support given to vulnerable families/pupils.</p> <p>External agencies celebrate the additional support given to identified pupils.</p> <p>Counselling provided to those pupils as required.</p>	<p>Pupils mental health and well-being continues to be a heavy focus across the school.</p> <p>The school will continue to provide quality support for those who are most vulnerable.</p>