

Pupil Premium Strategy Statement

This statement details our school's use of Pupil Premium (and Recovery Premium for the 2021 to 2022 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	418 (not including Nursery)
Proportion (%) of pupil premium eligible pupils	86 pupils (21%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2021 – July 2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Dee Williams
Pupil Premium lead	Dee Williams
Governor / Trustee lead	Brendan Fawcett

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£ 98 186
Recovery Premium funding allocation this academic year	£ 18 639
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	£ 116 825

Part A: Pupil Premium Strategy Plan

Statement of Intent

The aim of the Romero MAC and ours as 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 generally face extra challenges in reaching their potential at school and often do not perform as well as their peers. 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 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 \(educationendowmentfoundation.org.uk\)](#))

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, we are aware of the lasting impact of COVID on all three areas and research shows that PP children have been disproportionately negatively impacted by disruption to learning. As such, our PP work has been very closely aligned with our Catch-Up provision and will continue to be so.

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. 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 four 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 impact COVID has had on school and families over the past two years.

Challenge number	Detail of Challenges
1	Gaps in pupils' knowledge and skills across core subjects.
2	Early reading (particularly phonics) skills, understanding and application.
3	Reading comprehension and enjoyment
4	Lack of oracy skills and limited knowledge of vocabulary which impacts on reading and writing
5	Lost learning has led to a lack of confidence for some pupils in Mathematics.
6	Parental engagement
7	Lack of enrichment and low aspirations
8	Mental Health and Well-Being and lack of self-esteem
9	Punctuality and associated lost learning

Intended Outcomes

This outlines the outcomes we are aiming for and how we will measure whether they have been achieved. In order to 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 2021- 2022	
Intended outcome	Success criteria
<p>Ensure all children recover any lost learning due to the pandemic and school closure.</p> <p>Ensure PP children recover any lost learning at the same rate as non-PP children.</p>	<ul style="list-style-type: none"> • Achieve at least 0 in KS2 progress scores for Reading, Writing and Maths. • Internal comparisons with Summer 2019 to show net 0 or positive progress for Key Stage 2. • Use robust pupil progress meetings to track pupil's progress and ensure that the correct provision is in place to support progress.

	<ul style="list-style-type: none"> Analysis of data will show that attainment for disadvantaged children is increasing in comparison to all.
<p>Ensure resources and training are in place to enable staff to deliver phonics effectively.</p> <p>All children have the opportunity to have access to a wide range of texts and opportunities within the curriculum and through free choice to promote the love of reading and increase understanding</p>	<ul style="list-style-type: none"> All members of staff are confident and effective when delivering Read Write Inc. All children will achieve at least the national average for Phonics Screening Check, including those who are disadvantaged. Any children who did not pass the Phonics Screen will have a more tailored teaching approach to suit their needs. Audit of reading scheme and library books. Increase the amount of books that will engage children with relevance to their own culture and interests. Promote the love of reading throughout the curriculum and within school life and monitor pupil voice. Make effective use of Reading Eggs as a home learning tool.
<p>All children will have increased oracy skills.</p> <p>Improve direct reading ability with specific focus on vocabulary to close attainment gaps.</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>	<ul style="list-style-type: none"> Percentage of children achieving ARE in Reading and Writing to increase (see separate breakdown for year group analysis). Attainment gap between PP and non-PP to be 0 in Reading. All staff to be trained in how to effectively use strategies to enhance vocabulary across the curriculum. The explicit teaching of Vocabulary will form a key part of lessons – English, Maths, Science, RE and wider curriculum subjects. Re-visit Talk for Writing and ensure that this is used consistently across the school in English and other subject areas. Writing outcomes are to be planned carefully to ensure an impact on writing attainment can be seen.

	<p>Writing outcomes should take into account the interests of those studying the content, the skills progression of key writing skills for year groups and coverage of writing outcomes throughout an academic year.</p> <ul style="list-style-type: none"> • Analysis of data will show that disadvantaged children's attainment is increasing and comparisons against all children will show that the gap with non-disadvantaged children is diminishing.
Minimise gap in learning for pupils in Mathematics.	<ul style="list-style-type: none"> • Review of Maths No Problem Scheme and provide additional training. • Mastering Number programme implemented across Reception, Year 1 and 2. • Implement new Mathematics curriculum in EYFS and ensure all staff are trained. • First Class @ Number Interventions delivered across KS1 for those pupils in danger of failing behind. • All teacher to engage with the most up to date curriculum research to support children's understanding of mathematical concepts. Coaching for all teachers to be provided. • Percentage of pupils attaining ARE increases and is in line with national.
<p>Parents are able to engage with all aspects of school-life.</p> <p>The majority of parents actively support their children with learning.</p>	<ul style="list-style-type: none"> • Provide parents with workshops (in school and on line) to support with phonics and early reading strategies. • Parents invited into school in EYFS to learn with their children (Reading and developing oracy) • Support parents pastorally with engagement in school and parenting. • Provide more social opportunities to come into school to work with their child or staff member throughout the academic year

<p>Improve attendance and punctuality of disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Attendance will increase to at least 96% and disadvantaged children 95%. • Punctuality will have increased and an increasing number of pupils will be in school on time. • Pastoral staff will support more vulnerable families. • Breakfast Clubs to be provided where appropriate.
<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>	<ul style="list-style-type: none"> • All pupils to complete all elements of the Romero Child Charter appropriate to their age and stage. • Continue to enhance a broad and balanced school curriculum (Science, Music and Computing) • Higher percentage of PP pupils attend extra-curricular activities.
<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>	<ul style="list-style-type: none"> • Thrive approach embedded across the school. All classes will have been screened using Thrive tool and action plan in place. • Most vulnerable pupils to be offered more bespoke package of support. • Develop Thrive spaces in each classroom.

Strategic Period (Sep 2021 – Jul 2024)	
Intended outcome	Success criteria
Ensure all children recover any lost learning.	<ul style="list-style-type: none"> Return to positive progress scores for Reading, Writing and Maths at the end of each key stage. Return to at least national percentages at Phonics Screening Check. End of Key Stage 1 and End of Key Stage 2 assessments.
<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>	<ul style="list-style-type: none"> Achieve 100% pass rate in Phonics Screening Check for all pupils. Reading attainment for the vast majority of pupils are at least ARE and the gap between disadvantaged and non-disadvantaged is narrowing. Pupil voice to show that the very large majority of PP children enjoy reading.
<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>	<ul style="list-style-type: none"> Children are more confident when using higher level vocabulary and this is evident in classroom observations and writing outcomes across a range of subjects.
To provide a broad, balanced and enriching curriculum for all pupils.	<ul style="list-style-type: none"> PP children to have had the opportunity to complete every element of the Romero Charter.
<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>	<ul style="list-style-type: none"> Children and staff will have a better understanding of how to support their own and other's mental health. Pupil Voice will show that children feel more confident and secure in themselves.
<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>	<ul style="list-style-type: none"> All pupils to complete all elements of the Romero Child Charter appropriate to their age and stage. Continue to enhance a broad and balanced school curriculum (Science, Music and Computing) Higher percentage of PP pupils attend extra-curricular activities.

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

Budgeted cost: £ 62 460

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics training	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	1, 2
Reading training	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)	1, 2, 3
Reading resources	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.	1, 2, 3
Training on recall and retrieval of facts	Evidence shows that explicit focus on recall and retrieval of key facts helps build schema to aid knowledge moving to long term memory. Tom Sherrington's Rosenshine Principles	1, 5, 7
Training on teaching vocabulary	Research shows that children's vocabulary is directly linked to their economic background with gaps emerging as early as the age of 3. Alex Quigley's Closing the Vocabulary Gap.	1, 4

Targeted academic support

Budgeted cost: £ 28 400

Activity	Evidence that supports this approach	Challenge number(s) addressed
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	1, 2, 7
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, 3, 4, 5
Maths training and 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. ³³ Children benefit from practical, first hand experiences of moving and interacting with manipulatives to develop mathematical ideas. Improving Mathematics in EYFS and KS1 January 2020 Improving Mathematics in KS2 and KS3 November 2017	5
<i>Specific diagnostic assessments and support work</i>	Specific diagnostic online work is proven to close attainment gaps and raise engagement and confidence.	1, 7

PiXL	<p>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:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2, 3, 4, 5
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Wider strategies

Budgeted cost: £25 965

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thrive training, approach and interventions	<p>Social, emotional support is proven impact 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>	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 PP.</p> <p>Magic Breakfast EEF (educationendowmentfoundation.org.uk)</p>	7, 8, 9
Parental workshops	<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, 2, 3, 4 and 6
Extra-Curricular club funding	<p>As part of our whole school push towards widening our afterschool club offer we have ensured our PP children have full access to clubs.</p> <p>Physical activity EEF (educationendowmentfoundation.org.uk)</p>	7

<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
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Total budgeted cost: £ 116 825

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 2020 to 2021 academic year.

Aim	Actions Delivered	Outcome Data	Summary
Lack of family engagement with learning (particularly after a period of national lockdown)	<p>Teachers to complete Barriers to Learning proforma for each pupil and highlight areas of concern.</p> <p>Teaching staff to run on line workshops for parents to support reading at home. Staff to provide parents with interactive resources. The focus should be on EYFS and Year 1.</p> <p>Vice Principal and Catch Up Champion to identify families who do not engage with learning. Invite parents into school or via Teams Meetings to share their child's progress and attainment. Discuss how parents can support at home and make adaptations.</p>	<p>Workshops offered with varying levels of success.</p> <p>All parents have received guide on how to support learning at home in Reading and Mathematics.</p>	Class Teachers are fully aware of barriers to learning and have made adaptations to classroom practice.
Low aspirations effecting engagement, confidence and learning outcomes.	<p>Re-design Thematic Curriculum to ensure high levels of curiosity and engagement. Provide the relevant CPD for staff to be able to deliver curriculum to a high standard.</p> <p>Make effective use of Educational Visits and Visitors to the school to enhance the Thematic Curriculum.</p> <p>Provide Vocations Week where all pupils can take part in a range of workshops and listen to guest speakers from a range of backgrounds.</p>	Quality curriculum design in English, History, Geography and Science and resulted in high quality outcomes for all groups of pupils in books.	Pupil Voice demonstrates that they have had a wealth of enrichment activities provided in house despite the restrictions of COVID-19.

	<p>Year 4 pupils to attend Pupil Premium Camp at Cardinal Wiseman so they can engage in outdoor learning and team building activities.</p> <p>Pupils identified to take part in after school activities.</p> <p>Pupils encouraged to play active role on School Council, GIFT Team and Playground Pals.</p>	<p>A range of clubs re-established and pupils highlighted to take part.</p>	<p>This did not take place due to restrictions.</p> <p>Increase in pupil numbers who have areas of responsibility.</p>
<p>Attendance and Punctuality:</p> <p>Specific groups of pupils who persistently late and attendance falling below 96%.</p>	<p>Romero Attendance Officer to work alongside the school's Pastoral Lead to ensure rates of attendance and punctuality increases for those pupils who are most vulnerable.</p> <p>Analyse data on a daily/weekly basis and ensure a plan is in place to support.</p> <p>Parents to be invited into school to discuss barriers and support to be put in place. Early Support from the Hub will be in place where deemed necessary.</p> <p>Identify pupils across KS2 who are persistently late and fail to attend school on a regular basis who will benefit from Breakfast Club.</p>	<p>Whole school attendance 96.4%</p> <p>Pupil Premium Attendance: 92.8%</p> <p>Small number of pupils take up offer of breakfast club and this has had a positive impact.</p>	<p>Support in place for those pupils who are persistently absent.</p> <p>Continue to monitor vulnerable families and work with Early Support Hub.</p>
Vulnerable families and pupils with emotional,	Pastoral Lead to support vulnerable families through		Vulnerable families/pupils continued

social and behavioural needs, which directly impact of learning and attitudes.	<p>Early Help meetings and liaising with external agencies.</p> <p>Pastoral Lead to work with identified pupils on a 1 to 1 or small group basis offering emotional support and mentoring.</p> <p>Continue to develop the Thrive approach across the school by: Ensuring all Thrive practitioners are up to date with annual training and renewal.</p> <p>All Class Teachers screen whole class 2 x per year and follow series of actions provided.</p> <p>Develop Thrive Spaces in each classroom along with resources.</p>	<p>Pupil voice gives qualitative data to show that this is moving forward.</p> <p>All Practitioners have updated training.</p> <p>Screening shows positive movement in emotional well-being.</p>	<p>to be supported throughout restrictions.</p> <p>School have increased number of hours purchased from external agencies to support vulnerable pupils.</p>
Percentage of Disadvantaged pupils achieving ARE in Reading, Writing and Mathematics not in line with all other pupils	<p>To make effective use of PIXL Question Analysis to identify gaps in learning and plan appropriate interventions/therapies.</p> <p>Teaching Assistants to provide targeted support for those identified pupils falling below, guided by the Teachers</p> <p>Phase Leaders to quality assure interventions/therapies for individual groups and coach their team on a weekly basis.</p> <p>Teaching Assistants to be trained in Boosting Reading Potential (BRP) and deliver 1 to 1 sessions 3 x per week.</p>	<p>Phonics 51% Summer 2021</p> <p>Phonics 72% Autumn 2021</p> <p>Year 6: Reading 72% Writing 69% Mathematics 60%</p>	<p>Gaps in learning have been addressed and interventions have made positive impact.</p> <p>Monitoring shows that high quality interventions are in place across the school and this is having positive impact on narrowing the gap.</p>

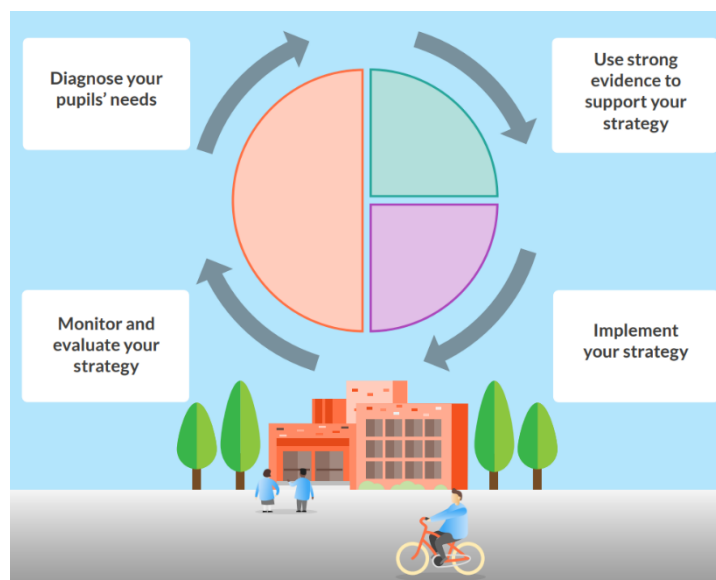
	<p>Reading Eggs online programme to be provided for all pupils in order to support reading and comprehension in school and at home.</p> <p>Trial use of 1 to 1 portable devices in Year 5 to increase participation and motivation in lessons.</p>	<p>More than 80% of pupils access Reading Eggs at home.</p>	<p>Effective use made of Reading Eggs to support home learning and development of vocabulary and comprehension.</p> <p>Pupil and staff voice show positive development in confidence and level of skill.</p>
<p>Narrow range of opportunities outside of home and school sometimes due to financial constraints.</p>	<p>Subsidise educational visits, residential for pupils in receipt of PP Grant and who may not be able to attend due to financial constraints.</p>	<p>Pupil Voice and feedback from staff show enrichment has been positive.</p>	<p>Residential Visits did not take place due to restrictions.</p>

Further information (optional)

Our Pupil Premium Strategy will be supplemented by additional activity that is not being funded by the Pupil Premium or Recovery Premium. This will include:

- A movement towards self-reflective practitioners embracing a continuous improvement model towards their practice
- Teachers receiving coaching, setting a personal target and using research to improve their practice in line with '*Putting Staff First*' (Tomsett and Uttley 2020)
- Extensive work around a recovery Maths curriculum in line with the DFE 'Ready to Progress' documents.

Monitoring, Evaluating and Making Better



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

With a new framework for recording and the movement towards a more stable period of education in relation to COVID, we have taken this as the first year of our three year strategic cycle. The yearly and three year strategic aims have been set as outlined above. Individual actions will have built in review points and mechanism but at the end of this academic year we will review our current PP offer. This will allow comparisons across schools (within the MAC and externally) to ensure the most efficient use of money and the greatest impact for children. This will be supplemented by MAC level reviews of PP within the 3 year cycle.