



**St Ralph
Sherwin**
Catholic Multi Academy Trust

3 Year Pupil Premium Strategy Plan 2023 - 2026 St John Fisher Catholic Voluntary Academy

SUMMARY INFORMATION

PUPIL PREMIUM LEADERSHIP INFORMATION 2023-2024

Pupil Premium Lead	Saul Ratcliffe	Governor Lead	Helen Nutman	Trust Lead	Patricia Chapman
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CURRENT PUPIL INFORMATION 2023-2024

Total number of pupils in school:	196	Total pupil premium allocation:	£61,108	Date of most recent PP Review:	December 2023
		Recovery Premium:	£6,090		
Number of pupils eligible for pupil premium:	42	Pupil Premium carried forward from 2022/23:	£0	Publish Date:	December 2023
Proportion of disadvantaged pupils %:	21.4%	National Tutoring Programme (50% contribution)	£0	Statement authorised by:	

PUPIL PREMIUM COHORT INFORMATION

CHARACTERISTIC*	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	23	54.7%
Girls	19	45.3%
SEN support	14	33.3%
EHC plan	1	2.4%

Statement of Intent

- *At St John Fisher, our aim is to ensure that all pupils, irrespective of their home circumstances (disadvantaged status) have access to high quality teaching, enrichment beyond the classroom, engage with families and ensure that the attendance of our disadvantaged pupils is similar to their non-disadvantaged peers.*
- *Our strategy is designed to ensure that all pupils receive high quality teaching during their time at St John Fisher, that these approaches are evidence informed and proven to raise attainment. External agencies are used to supplement this where required.*
- *Our key principles are; all children achieve the best they possibly can whilst we remove all possible barriers.*

BARRIERS TO FURTHER ATTAINMENT

In-School Barriers (such as poor literacy skills, SEMH)

A	Attitudes to reading/a lack of reading outside school means that disadvantaged pupils do not (on average) develop fluency in early reading as early as non-disadvantaged pupils which limits children from comprehending more complex texts.
B	Mental health and well-being of pupils (Linked to PASS Survey results 2023)
C	Maths retention of key skills and knowledge including reasoning skills (such as the use of times tables and application of place value) as these impact upon attainment.
D	Low starting points in the Early Years Foundation Stage, particularly CLL

External Barriers (such as poor attendance)

D	Reading attitudes outside of school directly impact the attainment of reading within school.
E	Attendance of disadvantaged groups of children is below that of non-disadvantaged pupils including leave in term time requests.
F	Pupils' limited life experiences and their lack of ability to make their learning real and contextualised results in decreased gains in 'Capital Culture'.

Desired Outcomes/Aim for each barrier

	Outcome/Aim	Success Criteria
A	Ensure that children develop fluency skills and are exposed to a range of	<ul style="list-style-type: none"> - Phonics outcomes improve for all including PPG children. - Monitoring of phonics is robust and SW groups regularly reviewed and tailored to needs. - Reading resources are organised and well- matched to pupils' needs.
B	Improved mental health and the well-being of disadvantaged pupils is evidenced in the repeating of the PASS Survey results. Children are better equipped with usable strategies in place to support and develop their self-regulation.	<ul style="list-style-type: none"> - Increased and improved recording on Edukey of meetings and agreed actions as well as provisions to target children early with intervention and support as required.

		<ul style="list-style-type: none"> - Faith in Families supporting an increased % of PP children - Children and families to receive targeted support in school or to be signposted to external services if applicable - An improvement in the PASS Survey results amongst PP children. - ELSA support for children who have been identified
C	For confidence in reasoning and problem solving and recall of prior knowledge to be improved in maths for our disadvantaged pupils, so that expected, or greater than expected, progress can be made and the progress and attainment gaps reduced across school between disadvantaged and their non-disadvantaged peers.	<ul style="list-style-type: none"> - Children are able to recall accurately in daily practise - Children to know subject specific vocabulary to assist their understanding of worded problems - Regular data analysis to highlight improvements across pupil groups - The multiplication check results are improved each year
D	For pupil to have greater opportunities to read in school and to want to read outside of school. Children engage with reading at home more frequently, due to this attainment increases across all pupil groups.	<ul style="list-style-type: none"> - Reading opportunities are created throughout the school year to invite parents to. - An improvement in attainment across reading and phonics for all pupil groups
E	Pupils' attendance improves within all disadvantaged groups with a particular emphasis on boys. Pupils' enjoyment of school improves due to improved attendance and knowledge retention improves.	<ul style="list-style-type: none"> - Increased attendance % of PP children compared to the previous year, including termly reviews. - Children's enjoyment of school improves over the next year. - Pupils know and remember more due to increased time in school. - Pupils are rewarded for their improved attendance.

		<ul style="list-style-type: none"> - FSM children to have improved scores on the PASS survey. - Increase of FSM children engaging in extra-curricular activities
F	Pupils have improved experiences adding to their enrichment and cultural capital experience.	<ul style="list-style-type: none"> - Audit of current enrichment - Pupil questionnaire of what enrichment children would like to see / take part of - Increase the % of PP children taking up enrichment opportunities - Detailed recording of start and exit points of enrichment to see the progress and the benefits of the experience

PUPIL PREMIUM ACTION PLAN: 2023/24

TEACHING PRIORTIES						
Priority No. from 3 Year plan	Desired Outcome (link to barrier)	Chosen Approach/Action	What is the evidence/rationale for this approach?	How will you ensure it is implemented well?	Staff lead	Review Date & who is evaluating impact?
1. All children to receive targeted support	A, C, D	EYFS to receive targeted support based on their baseline results in October.	EEF	Observation	S Ratcliffe	Review Feb 24
	A, D		DfE EEF	Data tracking Observations		
	A, B, C, D	Y2 children to receive extra support in preparation of the phonics re-check in June 2024	National Literacy			
	A, B, D	KS1 to receive extra support in the lead up to SATs	EEF EEF	Observations Observations		

	A, B, D	<p>Year 1 to receive a phonics 'champion' to target those most behind.</p> <p>Year 1 to receive early intervention for those who didn't make the reading ELG</p>	<p>EEF</p> <p>Data drops, the information from teachers and the preparation required to sit formal testing</p>	<p>Book looks Data tracking</p> <p>Observations Books Data tracking</p>		
2. Increased reading attainment	A, B, D	<p>Interventions to be focussed in and around reading.</p> <p>Classes to develop reading areas to promote the love of books and reading for pleasure.</p>	<p>EEF National literacy trust</p>	<p>Observations CPD DATA</p>	<p>S Ratcliffe K Campbell L Farmer</p>	<p>Review Feb 24</p>

		Rolling programme plan for a phase per year to update their whole class sets of reading books, to link around themes or topics within their year groups.				
3. Improved tracking towards age related expectations for PP children. Monitoring individual PP children to aid intervention if required.	ALL	<p>Training for staff on 'Insight' to track progress of PP pupils.</p> <p>Pupil Progress meetings highlight children who are in need of interventions across all subjects.</p> <p>Copies of the year group expectations for each staff member so that staff are aware of exactly what needs to be taught in the year group – linked to the progression documents.</p>		CPD	S Ratcliffe K Campbell	Review Feb 24
TOTAL estimated budgeted cost:						£17,446

Of which from NTP funding: £0

TARGETED ACADEMIC SUPPORT

Priority No. from 3 Year plan	Desired Outcome (link to barrier)	Chosen Approach/Action	What is the evidence/rationale for this approach?	How will you ensure it is implemented well?	Staff lead	Review Date & who is evaluating impact?
1 To rapidly improve maths attainment and progress for all children.	A, B, D	<p>Pupil Progress meetings to look at data to help formulate maths interventions</p> <p>Timestables rockstars (TTRS) – allows all pupils to practise fluency with number facts.</p> <p>Numbots for EYFS/KS1</p> <p>Targeted maths support by reducing maths class sizes in UKS2</p>	EEF Maths hub The need to improve maths across the school	Observations Pupil discussion Data	<p>S Ratcliffe</p> <p>K Campbell</p> <p>K Guidon</p>	Review Feb 24

2 To rapidly improve reading attainment and progress for all children.	D, E	<p>Targeted reading intervention and support – following the baseline discussions.</p> <p>1:1 readers across the Key Stages</p> <p>L'explore Analytics – training for TA – screening of identified children - interventions in place</p>	EEF The need to improve reading across the school	Observations Pupil discussion Data	<p>S Ratcliffe</p> <p>K Campbell</p> <p>L Farmer</p>	Review Feb 24
4 Data interpretation, ensuring teaching is focussed on gaps and specific groupings.	ALL	<p>Pupil progress meetings 4 per year.</p> <p>Data interpretation</p>	EEF	Data Observations Pupil discussions	<p>S Ratcliffe</p> <p>K Campbell</p>	Review Feb 24

5 Support for Year 6 in preparation of SATs	B, C, D	Children to receive targeted support in the lead up to SATs to target children who are identified at risk of not achieving the expected standard	EEF	Observations Data Pupils	S Ratcliffe K Campbell N Rice	Review Feb 24
6. Support for specific children based on the PASS results.	B	Children to receive targeted intervention to help support the PASS information.			S Ratcliffe R Webb	Review Feb 24
TOTAL estimated budgeted cost:						£19,772.50
Of which from NTP funding:						£0

WIDER STRATEGIES

Priority No. from 3 Year plan	Desired Outcome (link to barrier)	Chosen Approach/Action	What is the evidence/rationale for this approach?	How will you ensure it is implemented well?	Staff lead	Review Date & who is evaluating impact?
1. To support children to manage their emotions and behaviours	B, E	Zones of Emotional Regulation RSHE Curriculum to support mental health in addition to curriculum coverage.	The need for the children to regulate their emotions to facilitate learning	Daily ZRE sessions	S Ratcliffe K Campbell R Webb	Review Feb 24

		<p>Enhance and develop the reflection room provision to help children emotionally regulate when required.</p> <p>Eco Champions, Anti-bullying ambassadors, Pupil Parliament clubs to enhance emotional behaviours provision.</p>				
2. To support PP children who require additional needs to manage behaviours at lunch at break times	B, D, E	<p>To meet with the PP children regularly, discuss strategies, facilitate games at breaks and reduce the behavioural incidents with the children working directly with the learning mentor.</p> <p>ELSA Groups to support those who struggle with emotion and supporting those.</p>	To support children in their free time to manage and regulate.	Data analysis	<p>S Ratcliffe</p> <p>R Webb</p>	Review Feb 24

		<p>1:1 sessions with children who require additional support.</p> <p>Monitoring of the attendance to identify absence patterns, meet with parents, work and liaise with the EWS regarding persistent absence – including work with the children inside school.</p>				
<p>3. Faith in Families – to support children and their families. To improve the mental health of children and parents.</p>	B, D, E	<p>1:1 Counselling and family support for children and their parents</p>		<p>Review of sessions</p>	<p>S Ratcliffe L Aitcheson</p>	<p>Review Feb 24</p>
<p>4. Reserve fund for uniform, trips, days out for children who may otherwise struggle to receive these</p>	N/A	<p>All PP children to receive experiences offered to the whole school with finance not being of concern.</p>			<p>S Ratcliffe</p>	<p>Review Feb 24</p>

additional enrichment opportunities.						
TOTAL estimated budgeted cost:						£23,700
Of which from NTP funding:						£0

REVIEW OF 3 YEAR STRATEGY [2022/23]

REVIEW OF 3 YEAR STRATEGY [2020/21]

REVIEW OF 3 YEAR STRATEGY [2021/22]

REVIEW OF 3 YEAR STRATEGY [2022/23]

TEACHING PRIORITIES			
Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Why will you continue with this provision/why won't you?
1. All children to receive targeted support	Interventions in EYFS	Med Med	This hasn't happened as well as hoped due to bubbles. However, the interventions that took place and the support offered to children has shown impact. This year, there have been more targeted support available and provided for children in EYFS. This support included speech and language interventions, reading, phonics and early maths support to give children the support required.

		Low, a below national number of GLD	<p>There has been more support available for pupils in EYFS this year, this was focussed around speaking and listening activities as well as 'storyland'. Pupils also received interventions to support early reading in the Early Years.</p> <p>Due to numbers of GLD, interventions in EYFS need to be rethought for the next academic year, to focus around reading, phonics and oracy. They will continue, but may be in a different form.</p>
2. Increased reading attainment	<p>Interventions to be focussed in and around reading.</p> <p>Classes to develop reading areas to promote the love of books and reading for pleasure.</p>	<p>Med</p> <p>Med</p> <p>Med</p> <p>High</p> <p>High</p>	<p>Introduction of whole class reading is supporting all, particularly with fluency and enjoyment</p> <p>Reading has been a priority across the school again this year, staff have provided additional reading opportunities where required. PP Reading data for the SATs is 78%</p> <p>Whilst reading has been a priority over the academic year, the data from statutory assessments is as follows:</p> <p>KS2 Reading – 89% PP children achieved EXS KS1 Reading – 33% PP children achieved EXS Y1 Phonics – 57% PP children achieved EXS EYFS Word Reading – 100% PP children achieved EXS</p> <p>High quality reading areas are now evident stocked with a great range of age appropriate books.</p> <p>Reading has remained a priority and children have engage with their reading areas. Year groups have</p>

	<p>Rolling programme plan for a phase per year to update their whole class sets of reading books, to link around themes or topics within their year groups.</p> <p>PP children to receive books to take home and keep promoting reading.</p>	<p>High</p> <p>Med</p> <p>Med</p> <p>Med</p> <p>Low</p> <p>Low</p> <p>Not happened – removed from plan</p>	<p>seen an increase in reading for pleasure take up and improved results in assessments.</p> <p>Reading has remained a priority throughout school and reading areas are being used more than ever, Year 6 took the lead on the library which encouraged more children than ever to take out books to assist RfP.</p> <p>This is starting well and will continue</p> <p>Books have continued to be purchased, this is to continue into the next year.</p> <p>Books have continued to be purchased. But now, this needs to be reviewed and check usage in order to continue.</p> <p>This hasn't happened but is budgeted for next year.</p> <p>This hasn't happened for children to take home, however, more books have been purchased for children within school to take them home as they wish.</p> <p>Removed from plan 22-23</p>
<p>3. Improved tracking towards age related</p>	<p>Training for staff on 'Insight' to track progress of PP pupils.</p>	<p>High</p> <p>High</p>	<p>This will continue, staff are now more able to track trends and can identify the children to keep an eye out for to ensure they make expected progress.</p>

<p>expectations for PP children. Monitoring individual PP children to aid intervention if required.</p>	<p>Copies of the year group expectations for each staff member so that staff are aware of exactly what needs to be taught in the year group – linked to the progression documents.</p>	<p>High</p> <p>High</p> <p>High</p> <p>Med</p>	<p>This has been productive again, especially with the addition of new staff. Staff have understood how to spot trends and patterns with data to support planning for PP children earlier. This will continue next year with a large influx of new teaching staff.</p> <p>Staff have had refresher courses into Insight and this has promoted discussions and reflective conversations involving PP children. Some teachers haven't required this, but for those who have it has been highly effective, to help focus certain children in lessons.</p> <p>Staff are more 'intune' with what 'expected' looks like for each year group.</p> <p>Staff have had a better understanding of their year groups curriculum and what the children should be working at and towards.</p> <p>Staff have had these available again this year to support the expectations in the form of the progression documents.</p>
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TARGETED ACADEMIC SUPPORT

Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Why will you continue with this provision/why won't you?
1 To rapidly improve maths attainment and progress for all children.	Pupil Progress meetings to look at data to help formulate maths interventions	<p>High</p> <p>High</p>	<p>This will continue, highlighting children early on helps to close gaps before they widen.</p> <p>This has been productive, SLT have a more rounded understanding of the PP children. Support has been</p>

		<p>Med</p>	<p>offered to class teachers on which children have slipped according to their data in order to further facilitate learning.</p> <p>Pupil progress meetings have continued and the PP children were a focus during these meetings. The data was used to highlight to staff children who aren't making expected progress, however, this wasn't always able to be used to support interventions due to a reduced staff for part of the year. Teachers used the data to support lesson delivery and planning. 77.8% of PP children achieved EXS in Maths KS2 SATs, up 33% from the previous year.</p>
<p>2 To rapidly improve writing attainment and progress for all children.</p>	<p>Targeted writing interventions - following baseline</p> <p>Talk For Writing Training</p>	<p>Low</p> <p>Low</p> <p>Not happened this year</p> <p>Med</p> <p>Med</p>	<p>This will resume as initially intended – due to bubbles, focus support was delivered in class instead of externally.</p> <p>Support has been put in place for children who have found this difficult, children have been in receipt of targeted writing support</p> <p>These haven't happened this year</p> <p>All staff have received additional training in the delivery of the talk for writing approach, ensuring that all staff are confident in delivery to maximise the pupils' experience and understanding.</p> <p>Staff have received further TfW training this academic year to further support pedagogy and practice. Staff have utilised this training to maximise pupil engagement and attainment</p>

<p>3 To rapidly improve reading attainment and progress for all children.</p>	<p>Targeted reading intervention and support – following the baseline discussions.</p>	<p>Low</p> <p>Low</p> <p>Low</p>	<p>This will resume as initially intended – due to bubbles, focus support was delivered in class instead of externally.</p> <p>Whilst some reading interventions were delivered to children who required it, this again was completed in classes rather than withdrawal from lessons, which has made for slower progress than anticipated.</p> <p>The reading interventions which took place supported the Y6 pupils well to sit their assessments. Reading interventions need looking at for the next academic year.</p>
<p>4 To improve the outcomes for Year 6 based on the baseline data</p>	<p>Small group teaching for Year 6, 3 mornings per week.</p>	<p>Med</p> <p>Med</p> <p>Not applicable</p>	<p>This won't continue initially. DHT, KG and TF took Y6 into 3 groups to deliver focus teaching until Christmas, then TF and KG took the children into 2 groups for the remainder of the year. Children made progress as expected. Some children made better than expected, especially the key worker children who were in during Jan lockdown.</p> <p>This happened for a longer period than anticipated due to the behavioural needs within year 6. Children were split into two groups for the majority of the year, and these groups were further split when possible to support all children achieve their full potential.</p> <p>Whilst the end of year data hasn't been an improvement, the mental health and well-being of children and staff had improved greatly.</p>

			This didn't happen this year due to staffing shortages.
5 Data interpretation, ensuring teaching is focussed on gaps and specific groupings.	Pupil progress meetings 4 per year. Data interpretation	High High High	This will continue, highlighting children early on helps to close gaps before they widen. This has worked well, staff have been supported with their assessments using the trust framework and then identifying children through patterns and data observations who may require additional support to achieve their best. These have continued to work in order to support teachers with their assessments, again using the trust framework. The identification of pupils early who are at risk of not reaching related expectations are identified early
6 Support for Year 6 in preparation of SATs	Children to receive targeted support in the lead up to SATs to target children who are identified at risk of not achieving the expected standard	Low/Med Med	Support was given all year in Year 6, the SATs didn't run so this can't be truly evaluated, however, children were constantly supported and challenged if it was felt they wouldn't achieve the expected standard. This will continue next year. This happened for a longer period than anticipated due to the behavioural needs within year 6. Children were split into two groups for the majority of the year, and these groups were further split when possible to support all children achieve their full potential. All children were offered additional support

		Med	<p>sessions before, during and/or after school in groups of up to 6.</p> <p>Whilst the end of year data hasn't been an improvement, the mental health and well-being of children and staff had improved greatly.</p> <p>Interventions were facilitated for all Year 6 pupils who wanted them and priority was given to the PP children's attendance at the groups.</p> <p>The groups were run in small numbers to ensure effective working.</p>
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WIDER STRATEGIES

Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Why will you continue with this provision/why won't you?
1. To support children to manage their emotions and behaviours	Zones of Emotional Regulation	<p>Med</p> <p>Med</p> <p>Med/Low</p>	<p>This will continue, children are now more able to explain their feelings and emotions relating to incidents and issues in the classroom.</p> <p>All staff and children are now more able to discuss the zones with confidence, use these to regulate their emotions. This has supported behavioural incidents and encourage restorative conversations.</p> <p>Zones language has been used to support children's mental health and well-being. Lessons have been utilised alongside RSHE lessons. Children have responded well are aware of the language of zones.</p>
2. To support PP children who require additional needs to manage behaviours at	To meet with the PP children regularly, discuss strategies, facilitate games at breaks and reduce the behavioural incidents with the children working directly with the learning mentor.	<p>Med</p> <p>Med</p>	<p>Learning mentor was on the playground for nearly all break and lunchtimes and this will continue due to the reduction in incidents.</p> <p>Learning mentor has been on break and lunch duty to support children, especially when they have</p>

lunch at break times		Med	<p>challenges with their behaviour, or friendship issues.</p> <p>Learning Mentor was available at break and lunch times to support pupils who need direction, support and reflective opportunities. The children had a familiar adult on the playground to support their mental health and well-being.</p>
3. Faith in Families – to support children and their families. To improve the mental health of children and parents.	1:1 sessions with Beth and Leroy including lockdown phone calls and teams sessions	<p>Med</p> <p>Low/Med</p> <p>Med</p>	<p>Children still continued to receive support from FiF last year, including those children who were at home due to lockdown and bubble closures. Continuing.</p> <p>Sessions have continued this year, however, the children who see FiF have not had a reduction in behavioural incidents. However, their families have been supported.</p> <p>This may not be continuing into 2022-3</p> <p>FiF has continued this academic year, and has supported SLT in signposting vulnerable families and children to agencies which can support and help. The 1:1 sessions in school have had a positive affect with some children, but not with all. The suspension rate for the children seen by FiF hasn't reduced as expected. Therefore, the provision for 23-24 has been re-thought.</p>
4. Emotion coaching		Not in 22-23	Not in 22-23
5. Reserve fund for uniform, trips, days out for children who may otherwise	Trips / equipment	<p>Med</p> <p>High</p>	No trips have taken place this year, all equipment was provided for children so no hardship to parents.

<p>struggle to receive these additional enrichment opportunities.</p>	<p>After school</p>	<p>High</p> <p>High</p> <p>Med/Low</p> <p>Low</p>	<p>Support has been available for PP children for their trips this year to encourage participation and further enhance their cultural capital.</p> <p>Support has been available for PP children and the use of this fund has enabled children to attend residential and other trips where money was a barrier.</p> <p>Funding was there for children to attend after school opportunities.</p> <p>Funding has been available to encourage the uptake of the afterschool clubs, however, this hasn't been as successful as anticipated.</p> <p>The uptake in after school provision was greatly reduced and the need for the after school provision hasn't been required.</p> <p>A re-think of this strategy is needed for 23-24</p>
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ENGAGING STAFF, GOVERNORS & PARENTS

<p>How has this document been shared with stakeholders?</p>	<p>At LGB meetings. Staff meetings.</p>
<p>How do you know staff understand the strategy and apply correctly?</p>	<p>Checking understanding during staff meetings and data conversations.</p>