

# Pupil Premium Strategy Statement – St John Fisher Catholic Voluntary Academy

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year (at the bottom of the document)

## School overview

Detail	Data
Number of pupils in school	196
Proportion (%) of pupil premium eligible pupils	21.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2023-2026
Date this statement was published	December 2024
Date on which it will be reviewed	October 2025
Statement authorised by	
Pupil premium lead	Mr G. Lobb
Governor / Trustee lead	Mrs H Nutman

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 56,240
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£ 0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 56,240

# Part A: Pupil premium strategy plan

## Statement of intent

*You may want to include information on:*

- 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.*

## Challenges

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

Challenge number	Detail of challenge Internal
1	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.
2	Mental health and well-being of pupils
3	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.
4	Low starting points in the Early Years Foundation Stage, particularly CLL
Challenge number	Detail of challenge External
5	Reading attitudes outside of school directly impact the attainment of reading within school.
6	Attendance of disadvantaged groups of children is below that of non-disadvantaged pupils including leave in term time requests
7	Pupils' limited life experiences and their lack of ability to make their learning real and contextualised results in decreased gains in 'Capital Culture'.

## 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	Challenge
Ensure that children develop fluency skills and are exposed to a range of texts	<ul style="list-style-type: none"> <li>- Phonics outcomes improve for all including PPG children.</li> <li>- Monitoring of phonics is robust and SW groups regularly reviewed and tailored to needs.</li> <li>- Reading resources are organised and well- matched to pupils' needs.</li> </ul>	A
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"> <li>- 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.</li> <li>- Faith in Families supporting an increased % of PP children</li> <li>- Children and families to receive targeted support in school or to be signposted to external services if applicable</li> <li>- An improvement in the PASS Survey results amongst PP children.</li> <li>- ELSA support for children who have been identified</li> </ul>	B
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"> <li>- Children are able to recall accurately in daily practise</li> <li>- Children to know subject specific vocabulary to assist their understanding of worded problems</li> <li>- Regular data analysis to highlight improvements across pupil groups</li> <li>- The multiplication check results are improved each year</li> </ul>	C
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"> <li>- Reading opportunities are created throughout the school year to invite parents to.</li> <li>- An improvement in attainment across reading and phonics for all pupil groups</li> </ul>	D

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"> <li>- Increased attendance % of PP children compared to the previous year, including termly reviews.</li> <li>- Children's enjoyment of school improves over the next year.</li> <li>- Pupils know and remember more due to increased time in school.</li> <li>- Pupils are rewarded for their improved attendance.</li> <li>- FSM children to have improved scores on the PASS survey.</li> <li>- Increase of FSM children engaging in extra-curricular activities</li> </ul>	E
Pupils have improved experiences adding to their enrichment and cultural capital experience.	<ul style="list-style-type: none"> <li>- Audit of current enrichment</li> <li>- Pupil questionnaire of what enrichment children would like to see / take part of</li> <li>- Increase the % of PP children taking up enrichment opportunities</li> <li>- Detailed recording of start and exit points of enrichment to see the progress and the benefits of the experience</li> </ul>	F

## 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: £ 16,446

Activity	Evidence that supports this approach	Challenge number(s) addressed
EYFS to receive targeted support based on their baseline results in October.	<a href="#">EEF</a> – click the link for research	A, C, D
	<a href="#">EEF Phonics report – Click for research</a>	A, D

<p>Y2 children to receive extra support in preparation of the phonics re-check in June 2024</p> <p>KS1 to receive extra support in the lead up to SATs</p> <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><a href="#">Improving KS1 Maths - EEF</a> <a href="#">Improving KS1 Literacy - EEF</a></p> <p><a href="#">EEF Phonics report – Click for research</a></p> <p><a href="#">EEF Phonics report – Click for research</a> <a href="#">Improving KS1 Maths - EEF</a> <a href="#">Improving KS1 Literacy - EEF</a></p>	<p>A, B, C, D</p> <p>A, B, D</p> <p>A, B, D</p>
<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>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><a href="#">Teaching assistant interventions – EEF Research</a> <a href="#">EEF – Teaching and learning toolkit</a> <a href="#">OFSTED – Get all pupils reading - 2023</a></p>	<p>A, B, D</p>
<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</p>	<p><a href="#">EEF – Teaching and learning toolkit</a></p>	<p>All</p>

needs to be taught in the year group – linked to the progression documents.		
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 17,772

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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>	<p><a href="#">EEF – Teaching and learning toolkit</a></p> <p><a href="#">Case Study - TTRS</a></p> <p><a href="#">OFSTED – Research Mathematics</a></p> <p><a href="#">EEF – Reduction in class sizes</a></p>	A, B, D
<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>	<p><a href="#">Improving KS1 Literacy - EEF</a></p> <p><a href="#">OFSTED – Get all pupils reading - 2023</a></p>	D, E
<p>Children to receive targeted intervention to help support the PASS information.</p> <p>Pupil progress meetings 4 per year.</p> <p>Data interpretation</p>	<p><a href="#">EEF – Teaching and learning toolkit</a></p>	All

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

Budgeted cost: £ 22,022

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Zones of Emotional Regulation</p> <p>RSHE Curriculum to support mental health in addition to curriculum coverage.</p> <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>	<p>The experiences of other schools, where this is used consistently, is positive. At St. John Fisher, there is significant need in terms of children being unable to regulate themselves.</p> <p><a href="https://www.bps.org.uk/psychologist/happy-children-are-better-learners">https://www.bps.org.uk/psychologist/happy-children-are-better-learners</a></p>	<p>B, E</p>
<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> <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>B, D, E</p>
<p>1:1 Counselling and family support for children and their parents</p>	<p><a href="#">Adoption focus – work in schools</a>  <a href="#">The SWIS project – comparative analysis of schools who had social workers vs. those who did not</a></p>	<p>B, D, E</p>

**Total budgeted cost: £ 56240**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

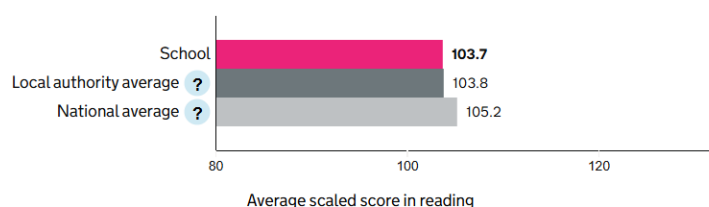
2023-2024 was a disruptive year in terms of staffing changes and pupil migration. 10 of our Y6 pupils arrived in year from various other primary schools who could not meet their needs in terms of behaviour management. Many of these children were in receipt of pupil premium, which has almost certainly had an impact of end of the KS2 data, which was disappointing.

#### External data

##### Reading ?

Number of pupils = 34

[View as table](#)



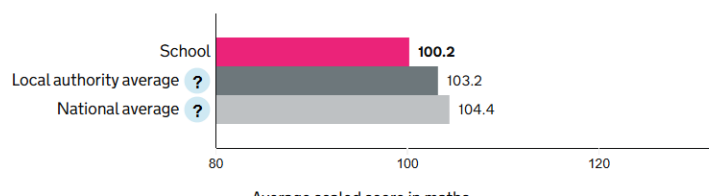
[Explore data in detail](#)

[View pupil breakdown](#)

##### Maths ?

Number of pupils = 34

[View as table](#)



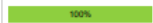



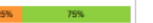

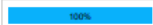




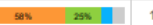
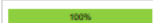




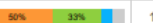
Our 'all pupil' internal data (not yet published results)

#### Key Results - 2023-2024

Assessment	Statistic	Cohort	School Result	National Comparison	National Result	School Percentile Rank
KS2 Reading, Writing & Maths combined	% of pupils achieving the expected standard	33	36%	Below (significant)	61%	7th
KS2 Reading, Writing & Maths combined	% of pupils achieving the higher standard	33	6%	Below	8%	52nd
Multiplication Tables Check (MTC)	% of pupils scoring full marks (25/25)	34	35%	At or above	~ 34%	58th
Phonics Screening Check	% of pupils passing in Year 1	25	76%	Below	~ 80%	31st
Early Years Foundation Stage	% of pupils achieving a Good Level of Development	17	59%	Below	~ 68%	19th



### Disadvantaged pupils specifically

	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
	Attainment Band Chart	# pupils	Attainment Band Chart	# pupils	Attainment Band Chart	# pupils	Attainment Band Chart	# pupils	Attainment Band Chart	# pupils	Attainment Band Chart	# pupils
Reading		1		9		6		7		4		12
Writing		1		9		6		7		4		12
Maths		1		9		6		7		4		12

*As of September 2024, a renewed focus on behaviour, a more stable staff and tighter monitoring procedures are in place to ensure that we see an improvement in attitudes to learning and results overall.*

*This Pupil Premium Statement was written as a three year plan and whilst we haven't seen it come to fruition yet, we have every confidence that we will start to see an upturn in results over the next academic year. There is already a significant improvement in behaviour in school and this is having an impact on the outcomes which will be carefully monitored over the course of the year.*