



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.

School overview

Detail	Data
Number of pupils in school	195
Proportion (%) of pupil premium eligible pupils	17.4%
Academic year/years that our current pupil premium strategy plan covers	2025/26
Date this statement was published	July 2025
Date on which it will be reviewed	July 2026
Statement authorised by	
Pupil premium lead	Graham Lobb
Governor / Trustee lead	Helen Nutman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45,730
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year <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>	£45,730



Part A: Pupil premium strategy plan

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.

Challenges

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

Challenge number	Detail of challenge
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
5	Attendance of disadvantaged groups of children is below that of non-disadvantaged pupils including leave in term time requests
6	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 (23-26)

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"> - 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. 	A
Improved mental health and the well-being of disadvantaged pupils is evidenced. 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. - Children and families to receive targeted support in school or to be signposted to external services if applicable - ELSA/ Pastoral support for children who have been identified 	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"> - 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 	C
For pupils 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 	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"> - 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. - FSM children to have improved scores on surveys. - Increase of FSM children engaging in extra-curricular activities 	E
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 	F

Activity in this academic year (25/26)

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £3982

Activity	Evidence that supports this approach	Challenge addressed
Y1&2 children to receive extra support in preparation of the phonics check/ re-check KS1 to receive extra support in the lead up to SATs	EEF: Phonics Teaching and Learning Toolkit EEF	A/D
Additional staff to be trained in delivery of SoundsWrite to ensure additional flexibility in delivery of phonics and greater consistency of language through school	EEF: Phonics Teaching and Learning Toolkit EEF	A/D
Subscription to 'Pathways to Write' to enable greater matching of high quality texts to teaching – and exposure to a wider range of text types.	Pathways case studies	A/D



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

Budgeted cost: £2268

Activity	Evidence that supports this approach	Challenge addressed
<i>Pupil Progress meetings to look at data to help formulate maths interventions</i> <i>TTRockstars (Y2/ KS2)– allows all pupils to practise fluency with number facts. Numbots for EYFS/KS1</i>	Ofsted – Research maths TTRS case study	C
<i>Specific maths basic skills focused intervention to support those who need it in UKS2</i>	EEF: Small group tuition/ TA interventions Teaching and Learning Toolkit EEF	C

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

Budgeted cost: £48,795

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>ELSA and Pastoral support for identified children</i> <i>Whole class work on Zones of Regulation through the enhanced PSHE curriculum</i>	EEF: Social and emotional learning Teaching and Learning Toolkit EEF	B/E/F
<i>Monitoring of the attendance to identify absence patterns, meet with parents – including work with the children inside school.</i>	Teaching and Learning Toolkit EEF	B/E
<i>Introduction of whole class instrument tuition for Year 3 and 4</i>	EEF: Arts Participation Teaching and Learning Toolkit EEF	B/E
<i>Communication through Class Dojo so that parents can be kept up to date about classwork and how to support at home etc. Currently used in Reception and to be rolled out throughout the school.</i>	EEF: Positive parental engagement Teaching and Learning Toolkit EEF	B/D/F
<i>Variety of After school and Lunchtime clubs available for all pupils but give PP children opportunities to access a wider range of activities e.g. Crafts, games, dance, plus a range of sports clubs (PP children given priority).</i>	EEF: Arts Participation Teaching and Learning Toolkit EEF	B/E/F

Total budgeted cost: £55,045

St John Fisher Catholic Voluntary Academy
<https://www.stjohnfisherderby.srscmat.co.uk>

For I know the plans I have for you; plans to give you hope and a future – Jeremiah 29:11



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Whole school data

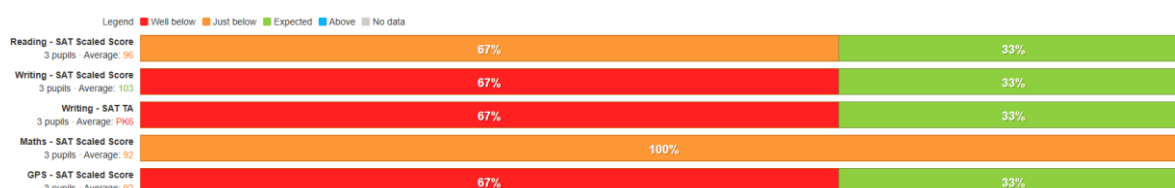
Key Results - 2024-2025						
Assessment	Statistic	Cohort	School Result	National Comparison	National Result	School Percentile Rank
KS2 Reading, Writing & Maths combined	% of pupils achieving the expected standard	33	61%	Below	62%	46th
KS2 Reading, Writing & Maths combined	% of pupils achieving the higher standard	33	6%	Below	8%	48th
Multiplication Tables Check (MTC)	% of pupils scoring full marks (25/25)	31	39%	At or above	~ 38%	57th
Phonics Screening Check	% of pupils passing in Year 1	23	30%	Below	~ 80%	1st
Early Years Foundation Stage	% of pupils achieving a Good Level of Development	12	75%	At or above	~ 69%	72nd

Data shows positive steps made in end of KS2 data (Year on year). Year 4 MTC has risen in line with national rise.

EYFS/ Y1 data very cohort focused.

Disadvantaged pupil data

Y6 (2/3 PP children in Y6 had SEND inc 1/3 had an EHCP)



Y4 (2/6 PP children in Y4 had SEND inc 1/6 had EHCP)



Y2



Y1 (1/4 PP children in Y1 had SEND)

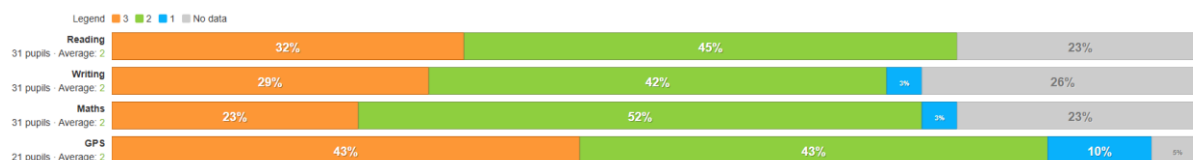


EYFS (2 pupils)





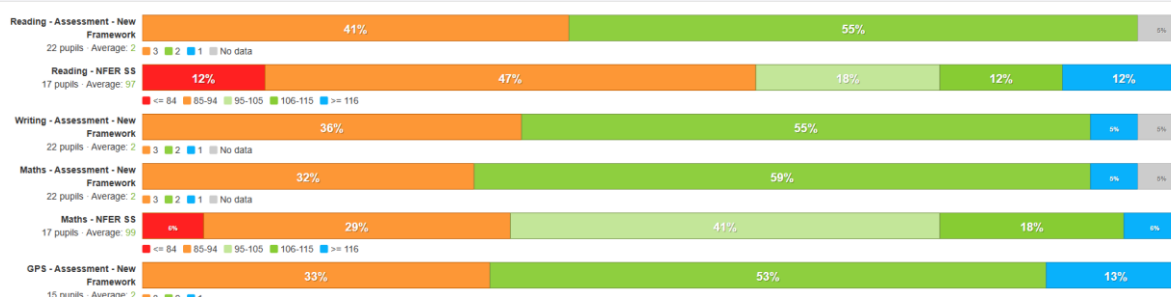
Whole School (Y1-6)



Attainment Overview for Pupils in Years 1-6, who are Ever6 FSM - 2024-2025 Summer 2 - NFER SS



Attainment Overview for Pupils in Years 1-6, who are Ever6 FSM, with No SEN - 2024-2025 Summer 2



Data shows that there is still significant work to do with regards to attainment for disadvantaged children. This appears to be especially true in EYFS/ Y1 – however, this is low numbers of children and is very cohort focussed.

Data shows the focus on maths and reading are still the key areas.

Attendance:

PP 91%

Persistent Absence PP 41.9%

Improvements have come about through the year – and meetings throughout Pentecost term are beginning to have an impact. Follow-ups are planned in Advent 2025.