

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium) for the 2024 to 2025 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	Data
School name	St John Fisher CVA LE18 3QL
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	6% (12/210)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-25 1-3
Date this statement was published	September 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Anthony Gallagher (Head)
Pupil premium lead	Anthony Gallagher
Governor / Trustee lead	Helen Ladkin (Chair of governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£11,078
Recovery premium funding allocation this academic year NTP	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

<p>Total budget for this academic year</p> <p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	<p>£ 11, 078</p>
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Part A: Pupil premium strategy plan

Statement of intent

At Saint John Fisher each pupil has its own strengths/weaknesses and background that is individual. We nurture and support each child as the individual they are. We ensure that support is given when needed to overcome barriers and close any forming gaps.

Quality first teaching is essential for any child to succeed and is the highest importance at St John Fisher. We know from EEF research that 'good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils,' so ensuring that teaching is of a consistently high standard across all subjects is a key priority.

We recognise that low numbers of pupil premium pupils statistically skew data when comparing but we continue to work on these pupils, knowing at times that they may also fall into other groups such as SEND or EAL.

Getting the maximum benefit from the pupil premium funding is vital, therefore our decisions on how it is spent are based on sound research alongside our knowledge and understanding of what makes our children unique.

Many of the interventions and approaches have been adopted at a whole school level.

We recognise and extend the use of this grant to pupils who give cause for concern due to financial constraints. Many have not made a free school meal application (this is largely down to universal free school means at KS1). To pupils who are struggling emotionally (particularly due to the continuing impact of COVID 19), also family issues that impact learning and progress.

We also know that building cultural capital is particularly important for children who are disadvantaged so we have ensured that our curriculum is broad and balanced and provides many opportunities for children to develop their cultural capital. In addition to this, we will provide targeted support by offering a range of activities outside school hours.

We continually look at various sources of data to ensure that support is directed effectively. All targeted interventions are monitored closely. When looking at academic progress data, we ensure that the progress of disadvantaged pupils is carefully tracked and discussed during pupil progress meetings. Our analysis of attendance data, highlights areas if action is needed.

From analysis of our own data, we recognise that 'a number' of our disadvantaged children, also have some social and emotional needs, some are supported by our

ELSA and our counsellor. We are committed to working effectively with other professionals and parents to ensure the best outcomes for our children.

Challenges

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

Challenge number	Detail of challenge
1	Assessments indicate that phonics knowledge and reading is lower than what we would expect at St John Fisher in Year 1 and Year 2 but not Nationally.
2	PP pupils are not secure in achieving progress towards age-related expectations – Progress made towards end of year age related expectations but not always achieved or secure.
3	PP pupils with Special Educational Needs may not be equipped emotionally (and dependent on their specific learning difficulty) to make accelerated progress in their learning.
4	Limited opportunity for PP pupils to apply/bring contextual experiences to their learning – to develop and apply their language and communication skills to enable greater comprehension and inference in reading, and organisation and composition in writing.
5	PP pupils do not always have the opportunity to recap or overlearn on the week's learning with adults.

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
To ensure that phonics and reading at Saint John Fisher is given priority both for staff and for pupils, to increase phonics knowledge and application to reading.	To ensure good progress is made in phonics and all PP pupils pass the phonics screening check. Pupils show a love of reading throughout the school. All new and existing staff have a renewed confidence in the teaching of our phonics programme. Staff will have access to CPD and resources as well as SLT / external coaching when necessary.
Targeted interventions will help children make progress.	Pre and post intervention assessment will show clear improvements and impact of an extra tuition. Notably for the literacy overlear-

	nig sessions, maths fluency interventions, after-school writing groups, phonics groups and year 6 booster groups.
To Improve outcomes (attainment/progress) across in KS1 and KS2 in reading, writing and maths.	Assessments demonstrate that progress and attainment is at least in line with cohort (half-termly). Almost all pupils achieve their age-related expected standard – and/or progress in line with peers from starting points. All pupils achieve are making good progress.
To close the gap by improving poor language skills and vocabulary	Pupils can apply the age-related features of their learning as described in our curriculum progression documents and/or Teacher Assessment Frameworks. Children are able to articulate themselves well in pupil voice. They are part of the school pupil leadership teams where communication is a valuable skill.
To close the gap by improving working memory and knowledge retention	<p>Assessments demonstrate that progress and attainment is at least in line with cohort (half-termly). Interim reviews are timely. Reviews are built into topics. PP are given extra support and scaffolding when required.</p> <p>Almost all pupils achieve their age-related expected standard – and/or progress in line with peers from starting points..</p>
To improve self esteem and confidence of PP children	Increase in self-esteem and confidence evident in class. Almost all pupils making expected progress across the school. High level of engagement as measured using school tracking system. All pupils have access to enrichment activities – promote engagement in wider school curriculum/learning.

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: £ 5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning walks and feedback to develop strategies and ensure any new approaches are being embedded across the school. Coaching of ECTs by an experience mentor and excellent practitioner	High quality first teaching is shown to be the most effective in promoting higher achievement so that playing catch up is not needed. The training delivered will encourage teachers and TA's to use strategies to ensure this is available for the children to access during lessons (TA's in the mornings) to prevent any gaps getting bigger EEF reports that using metacognition and self regulation strategies can produce an additional seven months progress. CPD training in this will help teachers ensure they are modelling and teaching these skills and helping Pupil Premium children identify the strategies that support them the most. Learning walks can evaluate the consistency of this and help develop the strategies further for the individuals. Focus for NQT on behaviour, pedagogy, checking for understanding, ensuring good standards for all pupils.	1,2,3
A Curriculum plan in plan that ensures we develop experiences within the local community and beyond and equipped to become global citizens	Many children from disadvantaged backgrounds do not have experiences beyond their community	1,2,3

<i>CPD to support teachers to deliver quality first teaching.</i>	EEF – ‘Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils’, so ensuring that teaching is of a consistently high standard across all subjects is a key priority.	1,2,4,5
RWI annual subscription with training portal	RWI portal has been used to supplement phonics teaching and provision, as can be seen with past internal data, and helpful resources for online learning. Specific videos can be targeted at the correct children.	1

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

Budgeted cost: £ 4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Children are quickly identified for intervention and make rapid progress to ensure mastery. Maintain % of pupils working at or above expected standard in RWM and combined	Where intervention classes or individual tuition were used successfully they: were carefully targeted to specific pupils to improve particular aspects of their skills or knowledge in reading, writing, communication or mathematics	1,2,4,5
To target poor language skills and vocabulary acquisition in EYFS/KS1 with a speech and language intervention (NELI – Nuffield Early Language Intervention).	EEF identifies that disadvantaged children benefit from good quality programs delivered by well trained staff. Education Endowment Foundation (EEF) published the results of a large-scale effectiveness trial of the intervention. The statistically significant results from 193 schools demonstrated that the programme increased the language skills of 4- to 5- year-olds by an additional three months. The result has a very high	1, 4

	security rating: 5 out of 5 on the EEF padlock scale.	
School led, school time targeted intervention of pupils.	Small group led targeted intervention groups used to catch up, raise attainment and accelerate progress of pp pupils with other vulnerable pupils. Impact can be seen in pupil progress	2,3,4,5

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

Budgeted cost: £ 1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Identifying PP children and equivalence to SEN level of monitoring	To create a maintain a central Pupil Premium register detailing individual children's barriers, opportunities and academic outcomes	2,3
Residential and swimming payments for PP children (Year 6)	Allowing them to take part in a life changing experience they might otherwise not be to take part – a sense of belonging and self worth. Evidence such as improved confidence and concentration after such residential.	4
Subsidised clubs and priority first access	Pupil Premium children can benefit from subsidized after-school and breakfast clubs in several ways: Improved academic performance: Consistent attendance and access to support can enhance academic outcomes. Enhanced social skills: Clubs provide opportunities for peer interaction and development of social skills. Safe and nurturing environment: Clubs offer a secure space for children to learn and grow.	4

	<p>Work-life balance: Subsidized clubs can support working families by providing reliable childcare.</p> <p>Access to enrichment activities: Clubs often offer a variety of activities, promoting holistic development.</p>	
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Total budgeted cost: £ 9,600

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 2022 to 2023 academic year.

Action	Impact	Evidence
CPD to support teachers to deliver quality first teaching.	Various CPD sessions held remotely and in per-son with staff over the year, impacting teaching and learning. Visits made by subject leaders to other schools in the Trust.	See SLT QA 23/24 for Trust review day, subject, including early reading deep dive, pupil interview outcomes, book scrutiny outcomes.
School led tuition programmes for identified vulnerable children and groups.	<p>Through data analysis with a close focus on vulnerable groups we identify gaps in attainment and progress and an intervention may be put in place in addition to quality first teaching.</p> <p>Certain interventions on personalised plans – SEN and EHCP.</p> <p>Pupils gained in confidence in their own abilities through pre teaching/post teaching. This was most notable in Maths 123 and Literacy Gold interventions. Same day interventions in the afternoon also also children to consolidate learning and work through errors with staff.</p>	Progress made – see pupil progress meeting sheets, baseline and outcomes of intervention groups – see data file 23/24..

Introduction and refresher of RWI phonics scheme with stranding and an emphasis on teachers teaching the LAPs and those at risk i.e. PP children.	Learning walks, coaching and feedback to develop strategies and ensured new approaches are being embedded consistently across the school.	See school portal assessment files and progress reports.
Dedicated ELSA afternoon for ELSA support and counselling mornings for children who are struggling with issues in their lives.	ELSA support and counselling sessions has developed emotional resilience to support learning.	See Elsa files and evaluation of impact prior to and after sessions.

Pupil Premium Data

2023/24		
EYFS GLD	50% (1 pupil)	
Phonics (Y1)	n/a	
Phonics (Y2)	100%(1 pupil)	
Y1-6 RWM EXS+ (8 pupils)	37.5% (3 pupils)	
Y1-6 Reading EXS+	63% (5 pupils)	
Y1-6 Writing EXS+	37.5% (3 pupils)	
Y1-6 Maths EXS+	75%(6 pupil)	
Y1-6 RE EXS+	50% (4 pupil)	
MTC (scoring 20+)	100% (1 pupil)	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

[Click on pupil premium webpage for more details.](#)