

Pupil premium strategy statement

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This statement details our school's use of pupil premium for the 2025 to 2026 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	204
Proportion (%) of pupil premium eligible pupils	11% (18/204)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-26
Date this statement was published	September 2024
Date on which it will be reviewed	November 2025✓ July 2026
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	£ 20, 994
Recovery premium funding allocation this academic year NTP	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Total budget for this academic year(2025 – 26) If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 20, 994
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Part A: Pupil premium strategy plan

Statement of intent

Our Core Vision

At Saint John Fisher Primary School, we adhere to the foundational principle, supported by the Education Endowment Foundation (EEF) and affirmed by the OFSTED framework, that **high-quality, evidence-informed teaching is the single most effective lever for closing the achievement gap for disadvantaged pupils**. Our Pupil Premium strategy is thus centred on ensuring consistently excellent teaching and learning across all subjects, complemented by targeted academic and wider support.

We are committed to nurturing the potential of every pupil, recognising that each child possesses unique strengths and faces individualised barriers to learning. Our strategic expenditure decisions are rooted in robust research and precise, evidence-based needs analysis.

Identification and Analysis of Specific Barriers

Analysis of our internal data and context reveals the following priority barriers for our disadvantaged cohort:

1. **Quality of Teaching (Whole-School Barrier):** While teaching is generally strong, achieving consistent, high-leverage practice in all classrooms remains the core focus, particularly in embedding subject-specific pedagogy that benefits disadvantaged learners (e.g., scaffolding, effective feedback).
2. **Social, Emotional, and Mental Health (SEMH):** Our data indicates a significant overlap where a number of disadvantaged pupils present with social, emotional, or mental health needs, compounded by the continuing effects of external factors. These factors directly impede readiness for learning and concentration.
3. **Cultural Capital and Enrichment:** A lack of access to broad, enriching experiences, which build cultural capital, hinders vocabulary development, contextual understanding, and aspirations.
4. **Attendance:** Disadvantaged pupils are more likely to experience persistent or sporadic low attendance, directly impacting their access to Quality First Teaching.
5. **Hidden Disadvantage:** Due to Universal Infant Free School Meals (UIFSM) at Key Stage 1, some families who are eligible for Pupil Premium funding have not formally applied, masking financial need and preventing accurate identification

of all disadvantaged pupils. We, therefore, extend targeted support to pupils giving cause for concern due to financial constraints.

Strategic Tiered Approach to Expenditure

Our spending strategy is designed using the EEF's three-tiered model to ensure the maximum impact and efficiency of the Pupil Premium grant:

Tier 1: High-Quality Teaching (The Foundation)

We dedicate the largest proportion of funding to developing and sustaining excellent teaching, ensuring that every Pupil Premium pupil receives high-impact instruction every day.

- **Focus:** Continuous Professional Development (CPD) and Instructional Coaching focused on strategies proven to benefit disadvantaged learners (e.g., effective use of retrieval practice, adaptive teaching/scaffolding, and metacognitive strategies).
- **Aims:** To ensure that teaching standards are consistently high, reducing the need for costly, reactive intervention in later years.

Tier 2: Targeted Academic Support

Funding is allocated to timely, specific, and evidence-based interventions to address identified academic gaps.

- **Focus:** Small-group tuition led by highly trained staff (teachers or TAs), targeted reading/phasing intervention, and subject-specific boosters delivered by skilled practitioners.
- **Aims:** To secure rapid progress for pupils whose internal data highlights underachievement or slow progress, ensuring gaps are closed quickly to maintain pace with their peers.

Tier 3: Wider Strategies (Non-Academic Barriers)

Investment is made to address the non-academic barriers identified in our analysis, ensuring pupils are emotionally ready and culturally prepared to learn.

- **Focus:** Employing a school counsellor or a Senior Mental Health Lead (SMHL) to provide targeted SEMH support. Investing in a broad and balanced curriculum that explicitly builds cultural capital. Subsidising enrichment and extra-curricular activities to ensure 100% participation for all disadvantaged pupils.

- **Aims:** To foster resilience, improve emotional regulation, remove financial barriers to participation, and broaden pupils' knowledge and experience base, thereby enhancing their engagement and success within the curriculum.

Monitoring, Evaluation, and Review

We employ a continuous, rigorous monitoring cycle to ensure maximum benefit:

- **Data Tracking:** The progress and attainment of disadvantaged pupils are meticulously tracked and discussed in detail during termly Pupil Progress Meetings (PPMs), ensuring swift identification and response to any emerging concerns.
- **Intervention Review:** All targeted academic and SEMH interventions are reviewed rigorously every half-term to assess fidelity of delivery and measurable impact on pupil outcomes.
- **Attendance Analysis:** Attendance data for the disadvantaged cohort is analysed weekly by the Pastoral/SLT team, leading to targeted, timely intervention to address persistent absence.
- **Annual Review:** The Statement of Intent and the impact of the spending plan are formally reviewed and published annually, ensuring accountability and continuous improvement.

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 overlearning 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. Addition (2025-25) Handwriting, spelling, pencil grip focus	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	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. Almost all pupils achieve their age-related expected standard – and/or progress in line with peers from starting points..
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.
To provide support for families with childcare through our breakfast club and after school clubs.	Wrap around care subsidy for pupils so some single /low-income parents can access work. Attendance at breakfast club will mean that children arrive at school and on time which will mean their outcomes will improve
To increase participation at extra curricular clubs	80% of pupils attended extra curricular clubs last year. The figure is 100% so far for Yr1-6 (Aut 2025)
.Our newly trained will support PP pupils with their emotional needs.	Pupils will be able to talk about their feelings,regulate their emotions, help them build friendships, be ready for learning and succeed both academically and socially. Sustained high levels of well-being demonstrated by:a significant reduction in low level disruptions -lesson observations, drop ins demonstrate strong behaviours for learning. -a significant increase in participation in enrichment activities among PP pupils

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: £ 12,000

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
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time. There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading. EEF-Develop pupils’ speaking and listening skills and wider understanding of language Language provides the foundation of thinking and learning and should be prioritised. High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children	1-5
Introduce instructional coaching to improve consistency and the first principles of high quality teaching to all teachers with half termly coaching and evaluation embedded in our CPD programme.	The Education Endowment Foundation (EEF) Tier 1 guidance prioritises high-quality teaching for all, with a strong evidence base linking it to reduced attainment gaps (EEF, 2023). Instructional Coaching is identified as one of the most effective forms of CPD for teachers and school leaders. Directly addresses the attainment gap. Ensuring all pupils, particularly those disadvantaged, receive consistently high-quality instruction in every lesson, focusing on ‘first principles’ (e.g., clear explanation, formative assessment). Creates a culture of consistent, evidence-based teaching across the school. The explicit focus on core ‘first principles’ ensures all teachers are proficient in the high-leverage strategies most beneficial to all learners, particularly those who lack prior knowledge or support at home.	1-5

	Ensures disadvantaged pupils benefit from expert teaching regardless of their teacher's experience level, as the coach provides immediate, contextualised support and skill development.	
To improve the attainment outcomes of all pupils in reading, writing and maths with a strong focus on pupil premium pupils. PP teaching assistant to pre-teach mathematical concepts/strategies to support the children in classes in KS2 and support lessons taught in class. Year 6 class teachers/ The headteacher to teach additional maths and reading booster lessons during/outside of the school day during the year.	Early identification and robust tracking of pupil premium children enables targets to be set and targeted actions to be implemented, monitored and evaluated. Year 6 staff will teach additional lessons to pupils outside of the school day. Evidence suggests that if additional teaching is carried out by class teachers who know the children that pupils will benefit more. EEF- Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. Investing in professional development for teaching assistants to deliver structured interventions can be a cost effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants. EEF- 1. Small group tuition has an average impact of four months' additional progress over the course of a year. 2. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support	1-5
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
Address the low starting points pupils enter the school in Reading, Writing and Maths by ensuring consistency of quality first teaching. Ensure ALL staff are trained in: Quality first teaching has proven to have the greatest impact on closing the disadvantage attainment gap. Phonics	Quality first teaching has proven to have the greatest impact on closing the disadvantage attainment gap. 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.	1-5 2-5

approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading 1,5 2,5 10 -systematic phonics programme (Little Wandle) -Guided reading teaching -Whiterose maths Use standardised testing to track pupil progress, attainment and hold staff to account. Phonics/ Reading intervention. -Phonics 'Ruth Muskin Inc' training to be provided for all staff and coaching and mentoring time given to ensure systematic phonic scheme is taught consistently. Ensure Phonics tracker identifies gaps and target Standardised tests can provide reliable insights into the specific strengths and areas for development of each pupil to help ensure they receive the correct additional support through interventions		
SENCO training Teacher to train as SENCO and to be given time and capacity to fully train and prepare for this role.	Enhancing Universal Provision: The EEF recommends that approaches which support and promote high-quality teaching should be a top priority for PP spending. A highly skilled SENCO is instrumental in developing and monitoring "Quality First Teaching" (QFT) across the school. QFT is the most effective intervention for <i>all</i> pupils, including PP and SEN, ensuring their core experience in the classroom meets their needs. Tier 2: Targeted Academic Support Targeting Interventions: The SENCO's role involves diagnosing	

	needs and overseeing specific, evidence-based interventions for pupils who require additional support. Training ensures the in-house SENCO can effectively select, implement, and evaluate interventions that are proven to accelerate progress for disadvantaged pupils, especially those with co-occurring SEN. Tier 3: Wider Strategies Addressing Non-Academic Barriers: Many PP-eligible pupils, particularly those with SEN, face non-academic barriers like issues with attendance, behaviour, and social and emotional wellbeing. A well-trained SENCO is crucial for developing and leading the strategies to address these complex needs, which is a key part of the PP menu of approaches.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Children are quickly identified for intervention and make rapid progress to ensure mastery of the foundational skills. 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 –	EEF identifies that disadvantaged children benefit from good quality programs delivered by well trained staff.	1, 4

Nuffield Early Language Intervention).	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 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: £ 2000

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 residentials.	4
To improve emotional well-being and social integration in the life of the school so that pupils are uninhibited in their learning.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. <u>EEF- Social and emotional learning</u>	3 and 4

(Mental Health 1:1 sessions, Counselling 1:1 Sessions)	<u>approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</u>	
Subsidised clubs and priority first access	Pupil Premium children can benefit from subsidised 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. Work-life balance: Subsidised clubs can support working families by providing reliable childcare. Access to enrichment activities: Clubs often offer a variety of activities, promoting holistic development. <u>Research by NatCen shows that wrap around care has a positive impact on children's outcomes, with those who participate in organised sports and join after school clubs displaying improved academic performance and social skills.</u>	4

Total budgeted cost: £ 21000

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 2024-2025 academic year.

Action	Impact	Evidence
CPD to support teachers to deliver quality first teaching.	Various CPD sessions held remotely and in person with staff over the year, impacting teaching and learning. Visits made by subject leaders to other schools in the Trust.	See SLT QA 24/25 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.	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. Certain interventions on personalised plans – SEN and EHCP. 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.	Progress made – see pupil progress meeting sheets, baseline and outcomes of intervention groups – see data file 24/25..

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. 97% pass rate in phonics Yr1 100% pass rate in phonics Yr2
Training of school mental health leads and offering counselling and emotional support for children who are struggling with issues in their lives.	Mental health support and counselling sessions has developed emotional resilience to support learning.	See mental health files and evaluation of impact prior to and after sessions.

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.](#)