

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 Catholic Primary School
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 2022-2023 2023-2024
Date this statement was published	November 2021
Date on which it will be reviewed	Autumn 2022
Statement authorised by	Nicola Dickinson Headteacher
Pupil premium lead	Clare Hodgkins Deputy Headteacher
Governor / Trustee lead	Kevin Nolan Chair of Governors/Link for disadvantaged pupils

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£82, 045
Recovery premium funding allocation this academic year	£8,845
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£3,000
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£93,890

# Part A: Pupil premium strategy plan

## Statement of intent

At St. John Fisher, it is our intention that all pupils in our care, irrespective of their background or the challenges they face, are valued, respected and entitled to develop to his/her full potential. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. We will also consider the challenges faced by vulnerable pupils and the activity outlined in the statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

At St. John Fisher, we will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. We will ensure that all disadvantaged pupils are challenged in the work that they are set and that we act early to intervene at the point the need is identified.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme and school-led tutoring programme, for pupils whose education has been worst affected, including non-disadvantaged pupils.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. Our assessments, observations, discussions with pupils and internal and external (where available) have all contributed to present the following challenges.

Challenge number	Detail of challenge
1	Communication and Language skills. Historically on entry children are below age expected in communication and language skills with limited development in vocabulary.

2	Disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Literacy skills. Historically on entry children are below age expected in reading and writing and most specifically phonic knowledge with a lack of access to and familiarity with books.
4	Personal and social development. On entry to school an increasing number of children are demonstrating a lack of self-regulation and some a lack of boundaries limiting engagement.
5	Limited opportunities outside school to develop cultural capital e.g. Arts including visits to museums, to the theatre, music and Art and outdoor learning.
6	Higher attaining PP children have some barriers to achieving high aspirations; historically these children can lack motivation and focus.
7	Reinforce the specific significance of good attendance on return r the child's progress and emotional health and well-being.

## 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
<p>Majority of children to achieve ELGs for Communication and Language (Speaking and Listening)</p> <p>Pupil Premium children making accelerated progress from their starting points which is equal to or above Non-Pupil Premium in school.</p>	<p>Monitoring, including planning and assessment records, pupil observations and when appropriate welcome evidencing use of extended language and vocabulary and use of correct grammar/ sentence structure orally impacting positively on confidence and on reading and writing outcomes.</p> <p>Monitoring demonstrating creative activities planned and delivered.</p>
<p>To narrow and diminish the gaps in Phonics screening, RWM KS 1 &amp;KS 2 between Pupil Premium pupils and their peers.</p>	<p>Increase % of Pupil Premium achieving age related reading age scores, writing ARE and maths.</p>
<p>To support children to work collaboratively, critically, creatively</p> <p>Focus: continue and extend personal, social, emotional health and well-being programmes.</p> <p>The curriculum and extra-curricular offer for all including PP children is broad and enriched supporting the development of</p>	<p>Sustained high levels of wellbeing from 2022/2023 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data form student voice, student and parent surveys and teacher observations</li> <li>• an increase in participation in enrichment activities, particularly among the disadvantaged pupils</li> </ul>

<p>cultural capital, impacting upon aspirations and self-esteem supporting the achievement of individual potential and fulfilment as measured through engagement, parent and pupil feedback</p>	
<p>One to one tuition: improve attainment by 10% or more</p>	<p>Staff target specific aspects of the subject that pupils have found particularly difficult and/or misunderstandings. Additional tuition increased pupils' confidence and motivation. Pace of learning increased, and progress accelerated. Improved study skills and learner characteristics. Pupils make accelerated progress from their starting points.</p>
<p>For high achieving Pupil Premium pupils to achieve their potential in RWM and to have high aspirations for themselves.</p>	<p>KS2 RWM outcomes in 2023/2024 show more than 75% of disadvantaged pupils met the expected standard</p>
<p>Increased attendance rates for Pupil Premium Persistent Absentees. Cross reference to rationales for individual targets</p>	<p>Sustained high attendance from 2023/2024 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall attendance rate for all pupils being 96% and the attendance gap between disadvantaged pupils and their non-disadvantaged being no more than 1.3%</li> <li>• the percentage of all pupils who are persistently absent being below 7.5% and the disadvantaged pupils gap being significantly reduced</li> </ul>

## 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: £47, 890**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide continuous staff CPD to ensure all children receive quality first teaching	High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings, twilights and INSET.	1,2,3
English Subject Lead CPD Emphasis on curriculum	CPD for teachers enables the school to adopt a mastery approach to writing, enabling more pupils to also attain GDS and accelerate progress. Use of engaging texts. Revision of units of work to enable mastery of writing.	1,2,3
Purchase resources for Read Write Inc in order to support the training and re-implementation of the programme in reception, KS1 and LKS2 Delivery of Fresh Start UKS2	The Read Write Inc mission is to teach every child to read and write, and to keep them reading. No exceptions. The training gives teachers the skills and confidence to reach every child using the Read Write Inc. programmes developed by Ruth Miskin. At SJF, we share the same aims and beliefs as Read Write Inc. We strive for every child, regardless of age, background or need, learns to read accurately and fluently, and develop a love of reading. They will spell, handwrite and develop their ideas for writing, articulate their understanding and practise what they have been taught.	1,2,3
English and mathematics LA groups in Years 3- 6 Targeted support in lessons for PP pupils	Quality First Teaching is fundamental to success. Small group tuition: A qualified teacher is more likely to achieve greater progress and raise attainment. Intensive tuition in small groups is highly effective. Additional support	3,6

	<p>targeted at specific pupils who are making slower progress in learning, particularly in RWM.</p> <p>Teaching approaches which encourage learners to plan, monitor and evaluate their learning have very high potential.</p> <p>One to one support for pupils underachieving/under-attaining/ significant gaps.</p>	
Early oracy intervention and TA training	One to one/small group support for pupils under-achieving/under-attaining/ significant gaps.	1,2,3

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

**Budgeted cost: £24, 000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of NTP to enable 'catch Up' for pupils who have fallen behind/underachieving/under attaining	<p>Additional support targeted at specific pupils who are making slower progress in learning, particularly RWM. One to one/small group support for pupils under-achieving/under-attaining/ significant gaps.</p> <p>RWI smaller groups YR-Y3</p> <p>Maths Intervention Groups Y3-Y6</p> <p>Writing Workshops Y6</p> <p>Reading Support Y6</p>	3,6
<p>Small group tuition in English and mathematics for 39 weeks.</p> <p>One-to- one tuition for identified pupils.</p> <p>(Fresh Start/Pre-teach Sessions)</p>	<p>This enables the teacher to focus exclusively on a small number of learners.</p> <p>Intensive tuition in small groups will provided support to under-attaining pupils and/or those who are underachieving, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>Despite, EEF research demonstrating little impact from one to one, we have found that</p>	3

	the additional support enables increased confidence and gains in learning which support classroom lessons.	
Intervention Subscriptions e.g. IDL/Bedrock	Internal data highlights the need for our Pupil Premium children to receive targeted support (if appropriate) dependent on their needs.	1,2,3

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

**Budgeted cost: £22, 000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Support Worker will work closely to identify children at risk of falling below 96% attendance and discuss ways forward In previous years attendance rates for pupils eligible for Pupil premium funding are 1.3% below none Pupil Premium children.	Research shows that in primary schools, less than 65% of children achieve good results in English and Maths with an average of 15 days absence a year compared to almost 90% where the average is less than 8 days.  Parents can be very surprised at how quickly their children can accumulate 15 days absence within a year. For this reason, parents are kept informed when their child is at risk of falling below the threshold.  Increased attendance helps to narrow attainment gaps with peers.	7
Family Support Worker to provide one-to-one pastoral and learning needs of vulnerable pupils.	Interventions which target social and emotional learning aims to improve attainment by improving the social and emotional dimensions of learning, as opposed to focusing directly on the academic or cognitive elements.  Behaviour interventions: Targeted interventions for those diagnosed or at risk of emotional or behavioural disorders produce the greatest effects.	4,5
PP pupils targeted for extra- curricular clubs.	Participation can stop feelings of isolation and help to develop more	1,4,5

<p>Provide extra-curricular and/or enrichment opportunities.</p>	<p>positive opinions and attitudes towards school. A wide range of adventure activities are linked with increased academic achievement. The main effects tend to be on self-confidence, self-efficiency and motivation.</p>	
<p>Attendance at Breakfast Club and After School Club offered to children who are pupil premium eligible and monitored.</p>	<p>Breakfast clubs reduce the stress of the morning routine for families and children. They can help improve behaviour and attendance. Children have up to an hour before school starts so they can relax, play, eat, exercise and socialise, all without the rush of getting to school. After school club provides child care to families as this allows them to work. It also gives our children a place to relax, play, eat, exercise and socialise</p>	<p>1,6,7</p>

**Total budgeted cost: £93, 890**



## 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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Please see our Pupil Premium Funding review plan for our 2020 to 2021 spending and impact.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>
Read, Write Inc	Ruth Miskin
Pathways to Writing	The Literacy Company
Pathways to Reading	The Literacy Company
Singapore Maths	Maths No Problem
Times Tables RockStars	Maths Circle Ltd
Bedrock Vocabulary	Bedrock Learning Org
IDL	IDL/Ascentis