

Pupil premium strategy statement St John Fisher Catholic Primary School



2023-2024

This statement details our school's use of pupil premium (and recovery premium for the 2021-2022 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	186
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	19/12/2023
Date on which it will be reviewed	
Statement authorised by	Paul Higgins Headteacher
Pupil premium lead	Paul Higgins Headteacher
Governor / Trustee lead	Ian Courtney Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£52,380
Recovery premium funding allocation this academic year	£5,220
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£56,600

Part A: Pupil premium strategy plan

Statement of intent

At St John Fisher we want to close the gap in attainment for children who are in receipt of pupil premium funding. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. 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.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and are young carers, as well as those who have suffered emotionally due to the pandemic. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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.

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

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they're set
- Act early to intervene at the point need is identified
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Continue to embed a culture of high expectation -everyone achieves
- To ensure we nurture the whole child, emotionally and spiritually, as well as academically.

Challenges

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

Challenge number	Detail of challenge
1	Children who speak English as an additional language struggle to access learning in all areas, this is particularly noticeable on entry to EYFS and leads to assessment disparity in phonics and literacy-based skills at the end of Key Stages
2	Opportunities to enjoy books and practice reading skills is not always there for our disadvantaged pupils, beginning from an early age
3	Although attainment is above national, our disadvantaged children are still below their peers in maths assessments, the effect of school closures is still felt here, and has had a significant impact on our disadvantaged pupils.
4	Our observations indicate that the wellbeing of our disadvantaged pupils often falls below that of their peers, and they are in greater need of emotional and mental health support within the school, this poses a barrier to learning. Many are showing this through negative behaviours and staff are required to manage a greater level of need within the school.
5	Attendance for disadvantaged children is lower than those who are not, and although this is improving, this heightens gaps in learning children already have

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.

	Success criteria
1. Improved language skills amongst disadvantaged pupils, particularly those who are EAL	<ul style="list-style-type: none"> Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. NELI language programme assessment shows progress from the starting point and impact in learning

<p>2, Improved reading attainment among disadvantaged pupils.</p> <p>Enjoyment of reading</p>	<ul style="list-style-type: none"> • Children are reading at home with their parents as evidenced through reading journals • Engagement from parents in reading workshops and events such as bookie breakfast • Improvement in the 'Reading Culture' at the school • Arch Readers and Bookmark reading in place in school with a focus on disadvantaged children to help build confidence in their reading. • Phonics year 1 data continues to be on par or above National level. • Internal data shows that disadvantaged pupils are catching up to their peers in Reading assessments
<ul style="list-style-type: none"> • 3, Improved maths attainment for disadvantaged pupils internally and at the end of KS2. 	<ul style="list-style-type: none"> • KS2 maths outcomes in 2024 to show that disadvantaged pupils have closed the gap on their peers compared to Y5 data • Arithmetic work, particularly multiplications in LKS2 is evidenced by teachers, and independently through Times Tables Rockstars • Implementation of NCETM programmes of study to help create a common language and methodology • Additional software is used to support learning of pupils at home and in small groups. • Third Space learning used effectively to support those in greater need at UKS2 • Mastering number programme shows growing knowledge for teachers of how to teach.
<p>5. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2023 demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from student voice, student and parent surveys and teacher observations • A reduction in emotional difficulties logged onto CPOMS • To be able to support successfully all families who ask for additional support • Implementation of Family Links programme to support disadvantaged families • A significant increase in participation in enrichment activities, such as residentials among disadvantaged pupils

<p>6. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2023/4 demonstrated by:</p> <ul style="list-style-type: none"> • Reduce the attendance gap between disadvantaged pupils and their non-disadvantaged peers in comparison to 2022/3 data • Rigorous monitoring of Attendance through weekly meetings of attendance team calling in and supporting families who are falling behind • Evident reward and celebration of success stories

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: 11,441.47

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics books / reading records	<p>Purchase of Phonics Books and Reading records to ensure the teaching of Phonics and Early reading is of the highest level possible.</p> <p>Phonics -EEF highlights the impact of phonics provision in schools which need to be fully resourced</p>	1/2
Reading books and library resources	<p>Purchase of books to ensure high quality literacy lessons are taught in line with our scheme of work – Also books to push reading for pleasure, allowing for a wider variety in school and raising the profile</p> <p>Reading in Schools</p>	2
Release time and TLR for Maths co-ordinator	<p>Appointment of new maths co-ordinator with TLR and allowance for leadership time</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	3
NELI / Language improvement programmes	<p>Increase in vocabulary and higher level of talk and conversation.</p> <p>Evidence base can be found here: NELI</p>	1
Teaching Parents – Family Links	<p>Family Links members of staff to deliver the programme to parents to make the link between home and school</p>	4/5

	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>Family Links</p>	
SLT CPD Support	Hiring of 1 day a week SLT to support the new leadership team in ensuring high quality teaching, with a focus on bridging the gap to support vulnerable pupils	1,2,3

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

Budgeted cost: £ 15,779

Activity	Evidence that supports this approach	Challenge number(s) addressed
Third space	<p>Focused 1:1 maths programme targeted at those who have gaps in their learning.</p> <p>Evidence in school shows impact over previous years of the cohort</p> <p>Case Studies</p>	3
Arch Bookmark	<p>Offering both long term intervention to break down barriers towards reading from vulnerable pupils (Arch)</p> <p>Arch</p> <p>Also targeted 1:1 reading support via a virtual tutor (Bookmark)</p> <p>Bookmark</p>	2/4
Software for home learning	<p>A variety of software, including Classroom Secrets and Purple Mash which host and online learning element to allow children to continue with targeted provision at home</p> <p>PM Evidence Base</p>	1/2/3
HLTA / Teaching Assistant for Catch Up	Funding for our HLTA and a TA to target vulnerable children with catch-up sessions, and to ensure staff in front of them understand their needs and how to support them.	1/2/3

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

Budgeted cost: £ 30,267

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training on CPOMS for all staff to report incidents –	<p>Incidents are reported and it is quicker to inform staff and to collate information and monitor behaviour incidents. The searches are categorised so that data can be analysed.</p> <p>This allows for a comprehensive Safeguarding programme and culture within the school</p> <p>Time for Michelle to deliver this, and also outside agencies when required.</p> <p>Case Studies</p>	4/5
Michelle Moss	<p>Within school, Michelle forms part of the attendance team, analysing data, phoning, visiting and building relationships with families.</p> <p>She then offers help and support to bring the children into school and to support the families with a wide range of needs, including accessing housing, benefits and social care needs.</p> <p>Michelle also works as a learning mentor supporting children to ensure they are safe, happy and can access education fully.</p> <p>Learning Mentors</p>	4/5
Family Links	<p>Two members of staff are freed up to run a family links programme with families in our school. This helps improve the MHWB of our children and families and creates a better environment for learning.</p> <p>Evidence base</p>	4/5

Support for disadvantaged children to enable them to take part in residential	Often our PP families struggle to pay for residential trips – so we offer extra support to ensure that they are in school and get a full rounded education. Evidence base for school trips	4/5
Funded drama programme in school to build confidence and self-esteem	Evidence shows that drama helps children to build communication skills and to share their feelings and issues, problems which are evident in PP cohort Evidence	4/5
Uniform subsidy for PP children	Ensuring children have the correct uniform builds pride and helps improve attendance as families can focus their resources elsewhere	4/5

Total budgeted cost: £ 56,600

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 2020 to 2021 academic year.

Phonics results at St John Fisher improved in 2022 to now be above the national average – the money spent on new phonics resources and training for all staff allowed for the roll out and continuous training and keep up throughout the year. 83% of children passed the phonics tests, with 82% of Y2 children passing the retake. 67% of our PP children passed, a large improvement on previous years.

In KS2 results improved to above or very close to national in all areas, and we saw 60% of Pupil Premium children pass the Reading and Maths assessments, two areas which saw focused interventions, through Number Skills, Reading Quest and Third Space, throughout the year.

Our implementation of a new maths and literacy scheme this year saw improvements in outcomes for all children in the school, as evidenced in our OFSTED report, from a visit in June 2023. Educational consultancy played a part in this also, to help upskill our staff in how to help and support our more vulnerable children.

The employment of our Family Links Worker/Learning Mentor through the PP subsidy helped improve outcomes for the most vulnerable children in the school. Her work with families has ensured attendance for PP pupils, even when she was required to collect them herself. She has arranged housing, and social care for Pupil Premium pupils and their families to ensure that they could continue to come into our school. Her work with PP pupils who were struggling to attend school has reduced incidents of school refusal throughout the year.

Pupil and Parent Feedback had previously requested resources which could be used at home as well as in school. The provision of online learning platforms, such as Purple Mash has ensured that children have been able to access and continue working when not in school.

Our Trip and Uniform subsidy was taken up by many Pupil Premium families, and was used to allow free attendance at breakfast club, which ensured that in need families had a free breakfast and could allow their parents to work earlier in the day. Our residential trip was subsidised for PP families and ensured 80% of pupils took part in the experience.

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A