

Pupil premium strategy statement St John Fisher Catholic Primary School



2022-2023

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 | 171 |
| Proportion (%) of pupil premium eligible pupils | 37 children = 18.5% |
| Academic year/years that our current pupil premium strategy plan covers | 2022-2023 |
| Date this statement was published | 01.10.2022 |
| Date on which it will be reviewed | 24.06.2023 |
| Statement authorised by | L Penman Headteacher |
| Pupil premium lead | L Penman Headteacher |
| Governor / Trustee lead | John Allen Chair of Governors |

Funding overview

| Detail | Amount |
|--------|--------|
|--------|--------|

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|---|------------|
| Pupil premium funding allocation this academic year | £51,245.00 |
| Recovery premium funding allocation this academic year | £5,346.00 |
| 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 | |

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. 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 take the needs of our children seriously and go above and beyond.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Assessments, observations and discussions with parents and children show that often Children often enter the school in nursery and reception with low talk skills. 60% of children have English as an additional language. |
| 2 | Assessment, observations and discussions show that levels of reading and phonetic knowledge for vulnerable children had declined. Phonics data is lower than national. |
| 3 | Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. |
| 4 | Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. Some families, despite the best efforts and a variety of different support materials sent home by staff, have not made as much progress. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations |
| 5 | Our assessments (QCA), observations and discussions with pupils and families have identified social and emotional issues for many pupils as they have returned back to school. Children are struggling to accommodate the return to school and behavior boundaries, resulting in an increased cost to employing more staff to manage their behavior 1:1. An increased number of children who are vulnerable have been referred to the integration and attendance team. |
| 6 | Attendance data continue to be lower for those who have an economic disadvantage than those who do not. |

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 |
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| 1. Improved oral language skills and vocabulary | <ul style="list-style-type: none"> Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when |

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| <p>among disadvantaged pupils.</p> | <p>triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <ul style="list-style-type: none"> • OWL language programme assessment shows progress from the starting point and impact in learning • Evidence me is used to communicate with parents and evidence targets which have been met so that parents are informed of progress. |
| <p>2, Improved reading attainment among disadvantaged pupils.</p> | <ul style="list-style-type: none"> • The effective launch, delivery and sustaining of Little Wandle Letters and Sounds (LWLS) early reading and phonics programme. • Phonics year 1 data is on a par or above with National level. Children in year2 are fluent readers and read for year 3. • Nursery and reception children have a secure knowledge of phonics. • Monitoring of the programme shows an increase in staff knowledge and pedagogy to teach phonics due to the CPD training element. |
| <ul style="list-style-type: none"> • 3, Improved maths attainment for disadvantaged pupils at the end of KS2. | <ul style="list-style-type: none"> • KS1 and KS2 maths outcomes in 2023 show that more disadvantaged pupils met the expected standard in ks1 and 2. • Staff are familiar with Purple Mash, timetables rock stars which are timetables and used often. x tables test and calculation weekly paper tests who an improvement of knowledge. • Books show application of number and x tables facts. • Purple Mash is used to extend opportunities and to help children to know more and remember more. • Mastering number programme (not pupil premium, but all children will benefit) shows growing knowledge for teachers of how to teach. |
| <ul style="list-style-type: none"> • 4. Improved writing attainment for disadvantaged pupils at the end of ks1 and ks2 | <ul style="list-style-type: none"> • Coverage and content. • Ks1 and KS2 writing outcomes in 2023 show that more disadvantaged pupils meet the expected standard. • Staff engage with LWLS (and phonetic spellings comes through into early writing to help with fluency) and respond to consultancy |

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| | <p>support to help with planning and understanding of coverage in KS1</p> <ul style="list-style-type: none"> • KS 2, a new writing planning framework is being trailed instead of FFT programme planned. |
| <p>5. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p> <p>Support families to improve their understanding of how to manage difficult emotions and use positive behaviour strategies</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 (now electronic) and teacher observations • a significant reduction in emotional difficulties logged onto cpoms • a significant increase in participation in enrichment activities, such as residential among disadvantaged pupils • |
| <p>6. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p> <p>To create a rigorous monitoring system which involves teachers, admin and SLT</p> | <p>Sustained high attendance from 2023 demonstrated by:</p> <ul style="list-style-type: none"> • reduce the attendance gap between disadvantaged pupils and their non-disadvantaged peers • Raise the profile of attendance • Rigorous monitoring of |

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: £26,280.00 Learning mentor

£2,399.00 Breakfast club interventions

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| KS2 maths outcomes in 2022 show that more disadvantaged pupils met the expected standard | Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction. Monitoring of teaching and learning and interventions. Pupil profiles address gaps and are accurate Third space maths intervention to continue and SATS papers show improvement in ks1 and 2 | 3 |
| We will purchase resources and fund ongoing teacher training and release time Reading mastery approach with literacy consultant | Reading Quest will be carried out in years 5 and 6 as part of NTP. Whole class reading model framework, with comprehension focus to improve outcomes across ks2. Embedding of book Spine in the school. | 2 |
| We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training). Arrange time for maths coordinators to learn from others in the PFMAC | Appointment of new maths co-ordinator with PPA time to monitor in class and deliver staff meetings. Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 | 3 |

| | | |
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| We will fund teacher release time to embed key elements of NELI programme in year 1 | Increase in vocabulary and higher level of talk and conversation. | 1 |
| <p>Improve the quality of social and emotional (learning.</p> <p>Nurture group strategies are to be embedded into routine educational practices and supported by professional development and training for staff.</p> | <p>All staff to continue to use the Zones of regulation as part of their social and emotional curriculum. All staff to attend The Nurture Programme training.</p> <p>2 members of staff to deliver the programme to parents to make the link between home and school</p> <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> | 4/5 |

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

Budgeted cost: £ 18,746 (including decodable books to support phonics)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Build on success of previous phonics data and motivating programme by buying books that correspond to the content. | 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 | 2 |
| Purchase of talk boost training programme, training and resources | <p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> | 1 |
| Engaging with the National Tutoring Pro-gramme to provide a blend of tuition, mentoring and school-led | Reading Quest programme to be delivered to low attainers who are disadvantaged. Phonics group to keep up for year groups | 2 |

| | | |
|--|---|--|
| tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. | Small group tuition Toolkit Strand Education Endowment Foundation EEF | |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 2,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Training on CPOMS for all staff to report incidents | 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. | 6 |
| Employ an additional teaching assistant to focus on children who have SEMH across ks2 Employ additional 1:1 TA in year 1 to support two children who have an EHCP Fund training for a teaching assistant to do an ELSA course | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. | 4/5 |
| Support for disadvantaged children to enable them to take part in residential | In previous years, some families with multiple children have struggled to finance residential | 5/6 |

Total budgeted cost: £ [insert sum of 3 amounts stated above]

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.

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 |

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| OWL |
| Educational Consultancy |
| Number Skills |
| Book Quest |
| Classroom Secrets |
| CPOMS |
| Evidence Me |
| Fischer Family Trust |
| Isee Maths |
| Maths Circle |

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|----------------------|
| Now Press Play |
| Purple Mash |
| Third Space Learning |
| Twinkl Maths |
| White Rose Maths |
| Trips Subsidy |
| Uniform Subsidy |
| Dyslexic.com |

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
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