# St John Fisher Catholic Primary School

# Pupil Premium Strategy Statement

****

## 2024/25

*This statement details our school’s use of pupil premium 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 on Roll (Including Nursery)*** | 232 |
| ***Proportion (%) of Pupil Premium Eligible Pupils*** | 24% |
| ***Academic Year Covered by this Statement*** | 2024/25 |
| ***Date of Publication*** | 31/12/2024 |
| ***Date of Review*** |  |
| ***Authorised by*** | Paul Higgins Headteacher |
| ***Pupil Premium Lead*** | Paul Higgins Headteacher |
| ***Governor / Trustee Lead*** | Ian Courtney: Chair of Governors |

**Funding Overview**

|  |  |
| --- | --- |
| **Detail** | **Amount** |
| ***2024/25 Pupil Premium Allocation*** | £66,600 |
| ***2024/25 Recovery Premium Funding Allocation*** | £0 (Funding ceased 31/08/2024) |
| ***Pupil Premium Funding Carried Forward From 2023/24*** | £0 |
| ***2024/25 Total Budget***  *(If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year)* | £66,600 |

# 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, 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 man- age 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 existing gaps in learning. |

## 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** |
| * Improved language skills amongst disadvantaged pupils, particularly those who are EAL | * 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 |
| * Improved reading attainment among disadvantaged pupils * Enjoyment of reading | * 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, Lexia and Reading Plus 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 |
| * To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils | Sustained high attendance from 2023/4 demonstrated by:   * Reduce the attendance gap between disadvantaged pupils and their non-disadvantaged peers in comparison to 2023/4 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 * Ensure wraparound care is in place |

## Activity 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 & Retention)

**Budgeted cost: £7,940**

|  |  |  |
| --- | --- | --- |
| **Activity** | **Evidence to Support This Approach** | **Challenge Number(s) Addressed** |
| Phonics books / reading records | Purchase of Phonics Books and Reading records to ensure the teaching of Phonics and Early reading is of the highest level possible.  Phonics -EEF highlights the impact of phonics provision in schools which need to be fully resourced | 1/2 |
| Reading books and library resources | 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  [Reading in Schools](https://assets.publishing.service.gov.uk/media/5a7c18d540f0b61a825d66e9/reading_for_pleasure.pdf) | 2 |
| Release time and TLR for Maths co- Ordinator | Appointment of new maths co-ordinator with TLR and allowance for leadership time  [Maths\_guidance\_KS\_1\_and\_2.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897806/Maths_guidance_KS_1_and_2.pdf) [(publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897806/Maths_guidance_KS_1_and_2.pdf)  The EEF guidance is based on a range of the best available evidence:  [Improving Mathematics in Key](https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf) [Stages 2 and 3](https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf) | 3 |
| Maths resources for KS2 | Key Maths resources to boost progress in times tables in Y4, a class with children with high levels of need. | 3 |
| NELI / Language improvement programmes | Increase in vocabulary and higher level of talk and conversation.  Evidence base can be found here: NELI | 1 |

### Targeted Academic Support (For Example: Tutoring, 1:1 Support & Structured Interventions)

**Budgeted cost: £18,784**

|  |  |  |
| --- | --- | --- |
| **Activity** | **Evidence to Support This Approach** | **Challenge Number(s) Addressed** |
| Third Space Learning | Focused 1:1 maths programme targeted at those who have gaps in their learning.  Evidence in school shows impact over previous years of the cohort  [Case Studies](https://thirdspacelearning.com/case-studies/) | 3 |
| Arch Volunteer Reader | Offering both long term intervention to break down barriers towards reading from vulnerable pupils (Arch)  [Arch](https://archoxfordshire.org.uk/schools/) | 2/4 |
| Reading Plus  Lexia | Reading Plus and Lexia are being trialed in key year groups to hasten progress in Reading  [Evidence](https://www.readingplus.com/efficacies/) | 1/2 |
| Software for Home Learning | A variety of software, including TTRS which host and online learning element to allow children to continue with targeted provision at home  [PM Evidence Base](https://www.2simple.com/free-stuff/purple-mash-the-evidence-the-impact/) | 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: Attendance, Behaviour, Wellbeing)

**Budgeted Cost: £39,548**

|  |  |  |
| --- | --- | --- |
| **Activity** | **Evidence to Support 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 and be analysed  This allows for a comprehensive Safeguarding programme and culture within the school  Time for Michelle to deliver this, and also outside agencies when required  [Case Studies](https://www.cpoms.co.uk/case-studies/) | 4/5 |
| Michelle Moss | Within school, Michelle forms part of the attendance team, analysing data, phoning, visiting and building relationships with families  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  Michelle also works as a learning mentor supporting children to ensure they are safe, happy and can access education fully  [Learning Mentors](https://www.oppidaneducation.com/blog/the-value-of-mentoring-in-schools) | 4/5 |
| Teaching Parents – Family Links | Two members of staff to deliver the programme to parents to make the link between home and school  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)  [Family Links](https://www.familylinks.org.uk/post/10-week-nurturing-programme-parent-and-child-mental-health-outcomes-villadsen-2015)  [Evidence base](https://www.familylinks.org.uk/post/10-week-nurturing-programme-parent-and-child-mental-health-outcomes-villadsen-2015) | 4/5 |
| Wraparound Care Training | Ensure that training is in place for all staff providing wraparound care, so that our offer is in place from 7:45 – 6:00 | 4/5/6 |
| 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](https://educationbusinessuk.net/features/school-trips-help-schools-succeed#%3A~%3Atext%3DIt%20found%20that%20outdoor%20education%2Cdesign%2C%20through%20visits%20to%20galleries) | 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](https://educationendowmentfoundation.org.uk/news/new-eef-publishes-evaluation-of-arts-based-education-programmes) | 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 Expenditure: £ 60,600**

# 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*

Phonics results at St John Fisher improved in 2023 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. 79% of children passed the phonics tests, with 83% of Y2 children passing the retake. 60% of our PP children passed.

In KS2 results improved to above national in all areas, and we saw 100% of our PP children pass the reading assessment an area which saw focused intervention throughout the year.

Our continuation of new maths and literacy scheme 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.

Our Family Links programme had to be paused due to conflict issues between families effecting attendance. Time was spent rebuilding this trust.

The level of need of families has increased greatly and we have multiple families open to external agency support – this funding allows us staff to facilitate these partnerships and develop a community beyond our site.

Pupil and Parent Feedback is strong and parents see that support is there 96% are happy in school and 85% know who to approach with issues.

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 |