

Pupil premium strategy statement St John Fisher Catholic Primary School



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	200
Proportion (%) of pupil premium eligible pupils	37 children = 18.5%
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	24.01.2022
Date on which it will be reviewed	24.06.2022
Statement authorised by	L Penman Headteacher
Pupil premium lead	L Penman Headteacher
Governor / Trustee lead	John Allen Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£52.455

Recovery premium funding allocation this academic year	£0
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	£1254,485

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 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 are 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

Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments, observations and discussions with parents and children show that often children often enter the school in nursery and reception with low talk skills. Loss of learning due to COVID has and continues to Children are assessed using the BPVS to measure language. The Neli language programme (NELI is a programme for children in Reception (4-5 years) which has been found to improve children's language and early literacy skills will be repeated in the current year 1 class to close gaps in attainment. We have invested in TALK BOOST training for children in years1 and 2 who have a gap in their spoken language and vocabulary. Speech and language referrals have increased, and 8 referrals were made in the year 1 class last year.</p>
2	<p>Assessment, observations and discussions show that levels of reading and phonetic knowledge for vulnerable children had declined. Phonics books have been purchased to complement The Story Time Phonic programme that we teach rigorously at St John Fisher, through early years and KS1 additional phonics intervention is run in year 3 to close the gap in phonics.</p>
3	<p>Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. This is especially true children transferring from years1 to ks2 where children are underperforming in maths due to school closure. An addition teacher has been employed to team teach and take booster groups to close the gap in maths. Time has been allocated for next steps and same day feedback.</p>
4	<p>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.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.</p>
5	<p>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.</p>
6	<p>Our attendance data from September 2020 to July 2021 indicates that attendance among disadvantaged pupils has been between lower than</p>

	for non-disadvantaged pupils. In 2021-2022, we would like to improve attendance for all disadvantaged pupils
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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 oral language skills and vocabulary among disadvantaged pupils.	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.
Improved reading attainment among disadvantaged pupils.	KS1 and KS2 reading outcomes in 2022 show that more than more disadvantaged pupils met the expected standard
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS1 and KS2 maths outcomes in 2022 show that more disadvantaged pupils met the expected standard.
Improved writing attainment for disadvantaged pupils at the end of ks2	Ks1 and KS2 writing outcomes in 2022 show that more disadvantaged pupils met the expected standard
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. Support families to improve their understanding of how to manage difficult emotions and use positive behaviour strategies	Sustained high levels of wellbeing from 2022 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in bullying a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. To create a rigorous monitoring system which involves teachers, admin and SLT	Sustained high attendance from 2022 demonstrated by: <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.

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

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

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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