

St John Fisher Catholic Primary School: 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
Number of pupils in school	232
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Michelle Forrest-Headteacher
Pupil premium lead	Michael Brooks Deputy Headteacher
Governor / Trustee lead	Catherine Gilhooley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 65,655
, 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	£65,655

Part A: Pupil premium strategy plan

Statement of intent

St John Fisher: Our Vision for every child in our school

At St John Fisher, we strive to create a school community where children and adults achieve their full potential and **SHINE!** We will achieve this through *engagement*, *high expectations* and by treating all with *respect* and *dignity*.

Engagement:

We provide a broad curriculum and inspiring teaching with creative and academic opportunities.

High Expectations:

We encourage all members of our school community to aim as high as they can and provide support to encourage risk taking, independence and resilience.

Respect and Dignity:

We promote respect and dignity for ourselves, for our Catholic faith and for others and celebrate diversity and inclusivity.

We will focus our pupil premium strategy on supporting our disadvantaged pupils so that they can achieve our vision, making good progress and achieving their potential.

We currently focus on high quality teaching, targeted interventions and a wider, holistic approach as EEF research shows this has the greatest impact on closing the disadvantage attainment gap. Using these strategies, assessment and monitoring, we ensure that our most vulnerable and disadvantaged pupils gain the support they require in the areas they need it most.

Our approach moving forwards will be to continue to follow this tiered approach, directing our plans through:

- Diagnosing our pupil's needs
- Using strong evidence to support and implement our strategy
- Monitoring and evaluating our strategy, making revisions as needed

Challenges

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

Challenge number	Detail of challenge
1	Communication skills- Oral and written communication skills are preventing our disadvantaged children from accessing all learning opportunities and is evident from entry into EYFS and throughout the school
2	Reading fluency and comprehension- Lower progress through our phonics programme and reading curriculum impacts negatively on our disadvantaged pupils being able to access the full and wider curriculum
3	Maths basic skills and accessing Mastery maths curriculum- lack of basic skills and slower progress can prevent our disadvantaged children's ability to access the mastery approach in maths
4	Greater depth/ exceeding outcomes in KS2- lower number of our disadvantaged pupils achieve GD/EXC outcomes in KS2, especially in all areas.
5	Low self esteem and mental health – higher numbers of our disadvantaged and vulnerable pupils are accessing social and emotional support in school. This low self esteem and mental health problems negatively impacts upon their progress
6	Lower attendance rates than non-disadvantaged pupils- although this is not a wide discrepancy in general, our persistent absentees are more likely to be disadvantaged and therefore miss more school time due to absence.

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 for disadvantaged pupils:	Success criteria- by end 2024/2025:
Communication skills improved across the school	Monitoring shows increased progress made by disadvantaged pupils due to: <ul style="list-style-type: none"> Interventions put in place due early identification of communication difficulties impact upon progress towards EYFS Oracy strategies embedded across school
Reading fluency and comprehension improved	Outcomes at KS2 show that disadvantaged pupils achieve as well as non-disadvantaged pupils
Maths basic skills and accessing Mastery maths curriculum improved	Outcomes at KS2 show that disadvantaged pupils achieve as well as non-disadvantaged pupils
Greater depth/ exceeding outcomes in KS2 increased	Outcomes at KS2 show that disadvantaged pupils achieving GDS/ EXC in all areas has increased to X%
Low self-esteem and mental health improved	Impacted data (or similar) shows an improvement self-esteem and mental health from starting points
Improved attendance rates, especially in persistent absentee figures	Attendance rates for disadvantaged children is in line with no- disadvantaged children overall. Numbers of disadvantaged children classed as persistent absent 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: £ 24,355

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Synthetic Phonics</p> <ul style="list-style-type: none"> -Effectively implement a systematic phonics programme (RWI) -Support pupils to develop fluent reading capabilities -Teach reading comprehension strategies through modelling and supported practice 	<p>The Synthetic teaching of phonics is recognised as adding up to 5 months progress to children’s reading attainment. It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2 and 4</p>
<p>Voice 21 – Oracy Hub</p> <ul style="list-style-type: none"> -To develop pupils’ speaking and listening skills and wider understanding of language -Use high-quality structured interventions to help pupils who are struggling with their literacy -Ensure that talk is a key strand that runs through the school so that children develop into confident speakers who can articulate their ideas and views 	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2 and 4</p>
<p>Basic Skills – English</p> <ul style="list-style-type: none"> -Promote fluent transcription skills -Encourage extensive and effective practice - Explicitly teach spelling 	<p>For children to be able to write independently and creatively and focus in the content of their writing, they must be fluent in the basics of handwriting and spelling. They need to develop their fine motor skills and require a large amount of practice.</p> <p>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p>	<p>1 and 4</p>
<p>English – Writing Journey</p> <ul style="list-style-type: none"> -Embed the writing process across the school -Enable children to choose most appropriate strategy for writing - Pupils have experiences/ opportunities which provide a reason for writing 	<p>For children to be effective writers, they must first have a purpose or reason and someone to write for. Effective writers use a number of strategies to support each component of the seven stage writing process, and should learn when and how to use each one. Strategies should be modelled before children then practise and support should be gradually withdrawn to promote independence.</p> <p>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p>	<p>1 and 4</p>

	Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)	
<p>Mastering Number – North West Maths Hub 3</p> <ul style="list-style-type: none"> -To develop a good sense of number from reception through to Year 1 and 2. - The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number. 	<p>There is strong evidence that a mastery approach supports all pupils to achieve their potential in mathematics regardless of their starting point or background.</p> <p>Mastery learning EEF (educationendowmentfoundation.org.uk)</p>	3
<p>Maths Mastery – Power Maths</p> <ul style="list-style-type: none"> -Use assessment to build on pupils’ existing knowledge and understanding -Enable pupils to develop a rich network of mathematical knowledge -Develop pupils’ independence and motivation - Staff CPD – Sustaining Maths Mastery and TA Training 	<p>There is strong evidence that a mastery approach supports all pupils to achieve their potential in mathematics regardless of their starting point or background.</p> <p>Power Maths Programme guide (pearson.com)</p> <p>Mastery learning EEF (educationendowmentfoundation.org.uk)</p>	3
<p>Arts Mark</p> <ul style="list-style-type: none"> -To develop the quality of art provision throughout the school for all pupils particularly those who are disadvantaged - To promote cultural diversity through the arts 	<p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips. There is evidence to support the fact that exposure to a rich and varied art curriculum supports those with mental health issues and raises self-esteem.</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p> <p>Research: how arts can help Mental Health Foundation</p>	5
<p>Termly Summative Assessments</p> <ul style="list-style-type: none"> -Purchase of standardised diagnostic assessments. 	<p>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:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	2,3 and 4
<p>Forest School:</p> <ul style="list-style-type: none"> -Level 3 Training for EYFS teacher -First Aid Level 3 qualification - Purchase of resources. 	<p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation:</p> <p>Outdoor adventure learning EEF (educationendowmentfoundation.org.uk)</p>	5

<p><u>Online Reading – Bug Club</u> -Online reading access for children from EYFS – Year 6 -Books matched to phonics ability for each child. -Interactive comprehension questions that are matched to the text that provide feedback to the children and teachers.</p>	<p>Reading is a key skill that children learn and build upon throughout their time in primary school. See the link below for further information: Bug Club (pearsonschoolsandcolleges.co.uk)</p>	<p>2</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 7,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Wellcom Interventions Speech and Language</u> -Intervention for children in the EYFS to support them in making progress with their talk. - Identify children who need speech and language assessments.</p>	<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: Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1 and 5</p>
<p><u>Early Talk Book/ Talk Boost Interventions</u> -Intervention for children in the EYFS to support them in making progress with their talk.</p>	<p>Talk Boost is proven to have impact to those children who are involved, promote collaboration between individuals, nurturing and supportive of pupils involved and a place where all voices are heard. Read the case study and impact report: i-can-impact-report-2020.pdf (ican.org.uk)</p>	<p>1 and 5</p>
<p><u>1st Class in Number Intervention</u></p>	<p>There is strong evidence to support the implementation of quality interventions that follow a clearly planned out journey for the children have the biggest impact. See the impact report below: 1stClass@Number - Every Child Counts (edgehill.ac.uk)</p>	<p>3 and 5</p>
<p><u>Success@arithmetic</u> -For pupils in Years 3 to 5 who need support to understand the number system and develop fluency with number facts.</p>	<p>Over 13,000 pupils in Years 3 to 11 have been supported by Success@Arithmetic in 2,000 schools: They made an average Number Age gain of 15 months in 4 months - almost 4 times the expected progress 91% of them showed more confidence and interest in learning mathematics after Success@Arithmetic. Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) Success@Arithmetic - Every Child Counts (edgehill.ac.uk)</p>	<p>3 and 5</p>
<p><u>DESTY Island Emotional Literacy Intervention</u> -Intervention programme to support children in KS1 and</p>	<p>There is strong evidence to suggest that DESTY has a significant impact upon children who display the following behaviours:</p> <ul style="list-style-type: none"> • Emotional outbursts 	<p>5</p>

KS2 to develop emotional literacy.	<ul style="list-style-type: none"> • Difficulty with friendships or connecting with others • Disconnected to the world around them • Low self-confidence and self-esteem • Not achieving their academic potential because of social, emotional or behavioural factors. <p>See DESTY case study video: PRIMARY SCHOOLS — Education DESTY</p>	
<p><u>ELSA – Emotional Literacy Support</u></p> <p>-Intervention programme to support children in KS1 and KS2 to develop emotional literacy.</p>	<p>Elsa Support is a website which provides downloadable resources that support the teaching of emotional literacy or emotional intelligence by ELSA's. A lot of the resources on this website are perfectly suitable for all teaching professionals to use and there is also a parent section with resources suitable for parents to use.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	5
<p><u>SENDCo – one to one and group intervention:</u></p> <p>-Initial assessment - Writing PPPs - Supporting class teacher -One to one work with children weekly - Group work with children weekly</p>	<p>Research suggests that one to one and small group targeted intervention can add between 4 and 5 months progress to the children involved.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk) Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3 and 5

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

Budgeted cost: £ 33,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Learning Mentor</u></p> <p>- First day response attendance - Daily support for disadvantaged and vulnerable children in school - Support for staff when dealing with disadvantaged children -Social and emotional learning on a one to one and small group level</p>	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	5 and 6
<p><u>Attendance Intervention – Learning Mentor Support :</u></p> <p>-1st Day Response - Follow up – Medical Evidence -Parent meetings – persistent absentees -Certificates in school - Reach for the stars attendance board</p>	<p>Research suggests that those children who are in school each day make better progress academically and socially than their peers. See the link below to access Knowsley's additional information on attendance:</p> <p>School attendance Knowsley Council</p>	6

	Improving school attendance: support for schools and local authorities – GOV.UK (www.gov.uk)	
Enrichment (Educational Visits and Residentials) -1 educational visit each half term - Year 4 Residential to Robinwood -Year 6 Residential to London	Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion may also be involved. See the links below for the research to support this strategy: Outdoor adventure learning EEF (educationendowmentfoundation.org.uk) Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)	5
ImpactEd – Well being -KS1 survey for wellbeing -KS2 survey for wellbeing -Anxiety survey -School Level analysis -Hotspots of individual pupils which identifies children for learning mentor support	ImpactEd help schools to develop a better understanding of what works in their context and prioritise the use of time, energy and resources. School partners – ImpactEd	5
Rights Respecting School: -Children understand their rights -Children develop a voice to go out into the world and make a difference -Collaboration across the school community	There are four key areas of impact for children at a Rights Respecting school; wellbeing, participation, relationships and self-esteem. The difference that a Rights Respecting School makes goes beyond the school gates, making a positive impact on the whole community. <ul style="list-style-type: none"> ▪ Children are healthier and happier ▪ Children feel safe ▪ Children have better relationships ▪ Children become active and involved in school life and the wider world RRSA-Impact-Report-2016.pdf (unicef.org.uk)	5
KMHS – Knowsley Mental Health Support -Fortnightly visits -2 children identified each term	Individual support for children and families identified by a member of the NHS specifically trained in mental health support. Social and emotional learning EEF (educationendowmentfoundation.org.uk)	5

Total budgeted cost: £33,600 + £24355 + £7,700

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.

Our internal assessments at the end of 2020/21 shows disadvantaged children achieving much lower than their non-disadvantaged peers lower down the school (Reception – Y2) with a better overall picture throughout KS2 in general. Although this is a trend for our school across a number of years, the gap is slightly bigger than in previous years, particularly for Reception children.

We believe that the closure of schools and nurseries impacted upon our youngest children to a greater level overall, and our disadvantaged children in particular. To address this, we had as many children in school as soon as we were able and focused on the most vulnerable and disadvantaged in the first instance. We also ensured we moved to an online curriculum immediately with videoed lessons initially quickly followed by virtual lessons taught by class teachers using Google Classroom for communication and homework etc.

Historically, attendance in St John Fisher is higher than local and at least meeting national averages. Attendance across school during the various lockdown periods was strong and we tracked virtual attendance as well as physical. However, we have identified that those children who were frequently absent in school or online were more often disadvantaged. Last year, this was difficult to challenge due to covid isolation rules for close contact or waiting for test results. However, we continued to follow our attendance procedures and have sent letters, made phone calls and had meetings with parents and carers where possible to promote good attendance and challenge poor attendance. This strategy has continued this year and we have also begin working with the Mental Health School Support Team to support some of our most vulnerable disadvantaged families

We have identified that the impact of Covid on mental health and wellbeing has had a negative effect on both children and adults. We have used funding to continue to train staff in the affects of trauma and attachment and to support children to self-regulate. This approach will continue to be a core part of our plan to support disadvantaged children to achieve their potential.

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

Programme	Provider
Success@Arithmetic Number Sense	Edge Hill University
Power Maths	Pearsons
Voice 21	School 21

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.