

SJF PUPIL PREMIUM STRATEGY STATEMENT

2022 - 2023



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	INFORMATION
School name	• St John Fisher Primary
Number of pupils in school	• 214
Proportion (%) of pupil premium eligible pupils	• 19%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	• 2022-2023 • 2023-2024 • 2024-2025
Date this statement was published	• September 2023
Date on which it will be reviewed	• September 2024
Statement authorised by	• Frank Barrett Headteacher
Pupil premium lead	• Ivana Hadfield Lead for Inclusion/SENDCo
Governor/Trustee lead	• Dan Beever Chair of Governors

FUNDING OVERVIEW

DETAIL	AMOUNT
Pupil premium funding allocation this academic year	• £51,245
Recovery premium funding allocation this academic year	• £5,655
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	• £0
Pupil premium funding allocation this academic year	• £56,900



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PART A: PUPIL PREMIUM STRATEGY PLAN

STATEMENT OF INTENT

At St John Fisher we believe all children are equal irrespective of their background or the challenges they face. Our school motto is "Happy, Safe and Loved" and we hope all children feel this through all aspects of our school. We feel despite our children's individual needs, ability or behaviour, they have every opportunity to make good progress in all subjects and also feel well supported in social and emotional needs and wellbeing. This is done through all aspects of school life, high expectations and through the targeted support and effective interventions in place for them. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attaining.

We will always consider the challenges faced by all vulnerable pupils, such as those who have a social worker and young carers, and those children who are a concern from our internal monitoring. The support we have outlined in this statement is also intended to support their needs, regardless of whether they qualify for pupil premium funding or not.

Quality first teaching is at the heart of our approach and the majority of children will have their needs met within the classroom alongside their peers. Teachers work hard to provide all children with the support they need through careful planning including the use of varied teaching techniques, differentiated resources and scaffolding to ensure children can access their learning. Our aim is also to focus on areas in which disadvantaged pupils require the most support. This quality first teaching is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit all pupils in our school. Integral to all our intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

We also want to continue to focus on supporting the children following the effects of the pandemic, both in their attainment and social and emotional development. Our school has adopted Trauma Informed Schools UK to help support with this, training staff and adopting this as part of the culture within school. Research evidences that this approach to behaviour management and pastoral care makes a difference to children's outcomes. Alongside this we our strategy included wider school plans for education recovery, through targeted support with the National Tutoring Programme for those children whose education was worst affected, including non-pupil premium pupils. In addition to this, through our internal assessment and monitoring, we ensure we have a system of school based interventions including specific small group interventions and one to one support when needed to close the gap in attainment.

Our aim is to always be responsive to common challenges and individual needs of our children. All of the approaches we have adopted will work together, always keeping our individual children at the core aiming to help them to be the best they can be, prepare them for the next step in their education and more importantly help them to enjoy their learning and the time they have at St John Fisher. All staff are invested in our commitment to our disadvantaged children and we work together, having high expectations and providing this targeted support so they can have every opportunity to be successful in their education.

CHALLENGES

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

Challenge	Details
1	<p>At the end of KS2 the progress and attainment of disadvantaged children overall is just below other pupils within school. However, disadvantaged pupils with no identified SEND are still attaining well, very few pupils who have some form of SEND and are disadvantaged are on track or attaining in line with expectations.</p> <p>In 2018 and 2019 disadvantaged children at the end of KS2 attained in line with other children in school and above those nationally. There is no end of key stage data for 2019/20. In 2020/21, KS1 school assessment data showed that disadvantaged children did not attain in line with non-disadvantaged peers though in KS2 the data show that outcomes for disadvantaged children was closer to peers. In 2021-22 around 78% of pupil premium children met the expected standard at the end of KS2 in both Mathematics and Reading and for Writing, the figure was 67%. In 2022-23 71% of disadvantaged children met the expected standard in Mathematics whilst 43% met the standard in Reading and 57% in Writing.</p> <p>End of key stage results show that writing is a particular area of focus for disadvantaged pupils.</p> <p>In addition, as a school we need to increase awareness of the disadvantaged pupils who should achieve greater depth than the expected standard as, generally, disadvantaged pupils do not attain at greater depth.</p>
2	<p>In FS2 and KS1 there has been an increase of children with additional language needs both EAL and Speech and Language. This impacts on their vocabulary development and progress in reading comprehension and general progress and attainment.</p>
3	<p>Low attendance and lateness for specific pupils where they miss important learning impacting on their progress and attainment and on self-confidence and self-esteem.</p> <p>Attendance for disadvantaged children at the school compares well with local and national comparisons overall, and work is being done to support specific families to help improve attendance figures further. For example overall attendance for disadvantaged pupils in 2020-2021 was 93.51% compared to 96.68 for all other children and in 2021-2022 it was 92.2% compared to 95.88%. In 2022-2023 attendance for disadvantaged children was lower at 91.6% against 96.5 for other children and slightly less than national at 93.8%.</p> <p>Attendance has been impacted by the Covid 19 pandemic, analysis shows that during and since lockdown, persistent absence has increased for specific disadvantaged children and we work closely with family and support services to improve attendance for these families.</p>
4	<p>From our observations and discussions with the children/families some of our disadvantaged children do not have the means to similar life experiences as their peers.</p>
5	<p>Anxiety</p> <p>Observations, conversations and surveys with children and parents show that anxiety levels (including attachment disorder, low self-esteem) continue to be higher than pre-Covid times.</p>

INTENDED OUTCOMES

The outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure success.

INTENDED OUTCOME

Pupil Premium children make at least expected progress, leading to increasing numbers reaching expected or higher standard for their age in phonics, reading, writing and maths.

Pupil Premium children identified as SEND make the same progress as other SEND children.

Improvement in oral skills and increased vocabulary and reading for pleasure (building on and embedding previous Reading for Pleasure strategy)

SUCCESS CRITERIA

Pupil progress information through assessments, observations and meetings with staff and parents indicate disadvantaged children meeting expected standard, in line with their individual targets.

A greater proportion of Pupil Premium pupils (particularly high prior attainers) being 'on track' to exceed the expected standard in Reading Writing and Maths, by the end of KS2.

The vast majority of pupils, other than those cognitively unable or unready, reach the expected standard in phonics.

Pupil premium children are carefully assessed to measure progress. They receive focussed support to address needs. The gap between pupil premium SEND children and other children diminishes.

Successful introduction of whole school Word Aware programme which is a systematic approach to teaching vocabulary throughout school.

Strategies to support early language acquisition will impact significantly on pupil premium children making progress in FS2 and KS1.

Assessments and observations indicate significantly improved oral language and vocabulary among disadvantaged children. This can also be seen in individual children's engagement in lessons and success when working in groups.

Over coming years an increased percentage of PP make at least expected progress and reach the expected standard.

Disadvantaged children achieve the expected standard at the end of Key stage one in reading and writing. Disadvantaged children have weekly access to a quality text matched to their phonics stage to encourage an independence of reading at home.



Attendance of Pupil Premium continues to improve and percentages will be in line with other children in school so the vast majority of PP children achieve good attendance overall. Number of families who are persistently absent continues to decrease.

The rigorous application of the attendance policy ensures that pupil premium pupils attend school at a level at least in line with all pupils nationally.

School responds quickly and support given to families/children when a problem is identified through close monitoring and communication between staff, children and parents.

Support for families will lead to a continued reduction of number of PP pupils who are persistent absentees, where attendance falls below 90%.

Half termly meetings between attendance officer and Lead for Inclusion where attendance is below

To enrich the life experiences of our disadvantaged children.

Children will receive financial support and access all trips (including residential visits). They will have access to IT support, music lessons and before and after school clubs.

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

High levels of wellbeing will be evidenced through: Pupil voice, parent surveys, parent meetings and lesson observations

A reduction in the number of wellbeing / mental health concerns raised by parents and staff. Also evidenced by Safeguarding meetings, CPOMS and Mental Health Support Team.

Observations from teachers, Learning Mentor and TAs in class, small group interventions and in one to one support.

Feedback through individual assessments RCADS. Trauma Informed culture enabling children feel happy and safe and are at their optimal level for concentrating, engaging and learning. This will support children to "catch up" any gaps in their knowledge and understanding.

Significant increase in participation in after school clubs and enrichment activities, particularly among disadvantaged pupils

Improved attendance for disadvantaged pupils including persistence absentees, increasing to in line with other children in school.

ACTIVITY DURING THE 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 (e.g. CPD, recruitment and retention)

Budgeted cost: £10,757

ACTIVITY	OUR APPROACH - EVIDENCE	CHALLENGES ADDRESSED
<ul style="list-style-type: none"> Assessment and follow-up PPR meetings with all teachers and LMT, reviewing the support pupils receive and the targeted support needed to ensure further progress in Reading, Writing (Including GPS) and Maths. Continued Mastery Maths CPD for all teaching and support staff whole-staff and individual CPD 	<ul style="list-style-type: none"> Data from standardised tests Regular monitoring/coaching/mentoring (with opportunities for colleagues to engage in monitoring activities with LMT/others) Pupil progress tracking and review Effective Assessment Point monitoring and cohort action-planning Standardised tests provide data on specific strengths and weaknesses of individual children so teacher can close the learning gap. Through rigorous tracking and monitoring PP children falling behind are identified quickly and this information is used to inform subsequent provision and timely intervention https://d2tic4wvo1iusb.cloudfront.net/documents/news/Diagnostic_Assessment_Tool.pdf (EEF Diagnostic assessment) 	<p>1, 2</p>
<ul style="list-style-type: none"> Phonics and Reading lead work closely with RWINc consultant to model phonics sessions to enable consistency and monitor teaching and assessment of phonics across FS2 and KS1. Supporting Early Readers CPD for all staff that lead phonics. Improved tracking system identifying and monitoring bottom 20%, training/implementation of Fast Track Phonics intervention. 	<ul style="list-style-type: none"> Individual children targeted for daily 1:1 Fast Track Phonics intervention supporting continued high results in the Y1 Phonics Screen Test and improved reading comprehension results at end of KS1 and 2. Improved decoding skills more quickly for children who have experienced these barriers to learning. +5 months Effective assessment and tracking system in place. English Hubs Phonics EEF educationendowmentfoundation.org.uk 	<p>1,2</p>
<ul style="list-style-type: none"> Implementation of new writing approach across school. 	<ul style="list-style-type: none"> Consistent approach to teaching writing across school. 	<p>1</p>

<ul style="list-style-type: none"> Moderating writing between year groups, focus on PP children as part of this process. 	<ul style="list-style-type: none"> Improvement in writing attainment for disadvantaged children- targeted support discussed and implemented. Improvement in GPS attainment for PP children. 	
<ul style="list-style-type: none"> Whole staff training on Word Aware. Word Aware is a structured whole school approach to promote the vocabulary development of all children. Focussed on whole class learning, the resource is of particular value for those who start at a disadvantage, including children with Special Educational Needs and those who speak English as an additional language. 	<ul style="list-style-type: none"> Improved vocabulary development which impacts reading and writing development Data from Assessment points (Standardised assessments, monitoring at Pupil Progress review meetings and discussions with staff. 	<p>2,1</p>
<ul style="list-style-type: none"> Learning Mentor access 10 Day Trauma Informed School Diploma increasing number TIS training ongoing for all staff, the approach will continue to be embedded into all areas of school life Embed Outdoor Learning staff Training 	<ul style="list-style-type: none"> Staff trained and school culture improved having a direct impact improving learning outcomes. 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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk) Trauma Informed Schools UK Healthy Minds and Mental Health Support Team - Sheffield Children's NHS Foundation Trust (sheffieldchildrens.nhs.uk) Increase learning experiences in day to day teaching, engagement of children with barriers to learning. 	<p>3, 4, 5,</p>
<ul style="list-style-type: none"> Staff Training on Effective Use of TAs (Support and evidence from EEF) 	<ul style="list-style-type: none"> Improved TA effectiveness, effective interventions in place targeting gaps for disadvantaged pupils. 	<p>1,2,3</p>

TARGETED ACADEMIC SUPPORT (e.g. tutoring, one-to-one support structured interventions)

Budgeted cost: £19,496

ACTIVITY	EVIDENCE SUPPORTING OUR APPROACH	CHALLENGES ADDRESSED
<p>Provide targeted tuition and support for pupils whose education continues to be impacted by the pandemic. Targeted children to access 1:1 support both before and after school. 1:1 Precision Teach intervention-10 minutes daily to teach and reinforce retrieval practice skills.</p>	<ul style="list-style-type: none"> • Data from standardised tests • Pupil progress tracking and review • Effective Assessment Point monitoring and cohort action-planning 	<p>1,2</p>
<p>1:1 Fast Track Phonics support- daily 10 minutes focused support on gaps in phonics and speedy reading phonics in words. (Across KS1/2)</p> <p>Small group and 1:1 interventions to improve spelling and reading. IT programme purchased, disadvantaged children to access both at home and in school. (Birmingham toolkit to support assessment)</p> <p>Maths pre-teach/Spotlight sessions</p>	<p>Internal Read Write Inc. 6-weekly data Frequent and consistent targeted phonics interventions are effective and have a positive impact on children's overall reading attainment.</p> <p>Small group and focussed support on specific gaps using support of Birmingham Tool Kit and interventions to support- this focussed input on identified gaps for individual children will help accelerate their learning and this will be evidenced at assessment points and during day to day teaching.</p>	<p>1</p>
<p>Implementation of Word Aware a structured whole school approach to promote the vocabulary development of all children.</p> <p>Disadvantaged pupils targeted for language support through LEAP groups and 1:1 support on Word Aware.</p>	<p>Internal data and evidence from Pupil Progress meetings.</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:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>2,1</p>

WIDER STRATEGIES (e.g. related to attendance, behaviour, wellbeing)

Budgeted cost: £28,205



ACTIVITY	EVIDENCE SUPPORTING OUR APPROACH	CHALLENGES ADDRESSED
<p>Continue to embed Trauma Informed Schools training and culture at SJF. Learning Mentor 1:1 and small group work/intervention to support the mental health and well-being of all, particularly disadvantaged, children. Zones of Regulation sessions, Lego Therapy and Mighty Minds Sessions supporting wellbeing and improving Trauma Informed 10 Diploma training for newly appointed Learning Mentor.</p>	<p>Disadvantaged children needing this additional nurture support and specific interventions (Mighty Minds, Zones, Lego Therapy) improving socially and emotionally will increase their readiness to learn and progress which will impact them positively in the long term.</p>	<p>3,5,6,1,2</p>
<ul style="list-style-type: none"> • Developing Healthy Minds school initiative. • Implementation of Healthy Minds Support Team- • Education Mental Health Practitioner in school 1 afternoon per week • Supporting Healthy Minds culture across school, working closely with SENDCo and Learning Mentor. • Embedding Zones of Regulation practice in all classes • 1:1 support for individual children • Regular parent information/coffee afternoons 	<p>Evidence from positive feedback from children and parent surveys throughout/between lockdowns.</p> <p>Evidence from Whys Wishers and Worries boxes-children feedback forms</p> <p>Pre post intervention RCADS questionnaire</p> <p>Improved classroom management- use of zones to support children with anxiety.</p> <p>Feedback from parents following coffee afternoons</p>	<p>3,5</p>
<p>Learning Mentor developing Healthy Minds Champion Group- 10 children providing peer support around anxiety across the school.</p> <p>Parents access to Learning Mentor before and after school.</p>	<p>Evidence from Whys Wishers and Worries boxes-children feedback forms</p> <p>Healthy Minds surveys/feedback</p> <p>Pupil and parents conversations</p>	<p>3,5</p>
<p>Learning Mentor monitors attendance and works closely with other agencies so we can offer the support needed for parents, which lead to increase in attendance.</p> <p>Learning Mentor/SENDCo supporting parents to access Family Intervention Services (formerly MAST)</p>	<p>Engaging with families, giving support and advice will reduce levels of absence and persistent absence.</p>	<p>3</p>
<p>Continue to access translators for families with limited English so we can</p>	<p>Improvement in attendance and lateness for specific groups</p>	<p>3,2,1,4</p>



<p>continue to support them and access support of other services.</p>		
<p>Support for school trips/residential visits, resources (e.g. KS2 Revision books), IT support when needed, music lessons, before and after school club support.</p>	<p>To ensure disadvantaged children have the opportunity to access the same activities to those of their peers ensuring they have a range of additional life experiences.</p>	<p>4</p>

Total budgeted cost: **£56,900**



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