

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	<b>Ss John Fisher &amp; Thomas More Catholic Primary School</b>
Number of pupils in school	377 <i>(including 66 Nursery pupils)</i>
Proportion (%) of pupil premium eligible pupils	150/305 (49.2%)
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2020 – 2023 (3 years)
Date this statement was published	7 <sup>th</sup> November 2022
Date on which it will be reviewed	1 <sup>st</sup> November 2023
Statement authorised by	Local Governing Body
Pupil premium lead	Mr C McConnell
Governor / Trustee lead	Mrs N Jones

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£207,750
Recovery premium funding allocation this academic year	£21,750
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£229,500

# Part A: Pupil premium strategy plan

## Statement of intent

Our Pupil Premium (PP) allocation will be used to raise the standards of disadvantaged pupils across the school by:

- Continuing to improve their achievement in reading and writing in all year groups.
- Continuing to improve their achievement in maths in all year groups.
- Continuing to improve attendance and punctuality in all year groups.
- Increasing the participation of disadvantaged pupils in all aspects of the school's wider curriculum.

Over the last two years, disadvantaged pupils in our school have been adversely affected by the restrictions caused by the COVID-19 pandemic.

During the lockdown periods, many disadvantaged & vulnerable pupils struggled with their remote learning often despite the best efforts of their parents. As a result, the attainment gap between this group and their counterparts in most year groups has widened.

During the last two years, disadvantaged pupils have also had limited opportunities to engage in a wider range of learning. For example, in enrichment activities such as music, sport and a range of trips and visits.

Some vulnerable pupils have also struggled to re-engage in school life and it is vital that these pupils are supported in developing their social, emotional and mental health (SEMH) needs so that they can access a full curriculum in the future.

A range of interventions will be used to target specific disadvantaged pupils. Each intervention that will take place is described in this plan.

The impact of each intervention will be measured through assessments which will take place in December 2022, April 2023, July 2023. Data collected in July 2021 will be used as a baseline.

To support teacher assessments, Maths (PUMA) & Reading (PIRA) tests will be used at key points during the year. Read, Write Inc (RWI) Phonics assessments will also take place every 6 weeks for those children needing support with early reading. Writing moderation will be conducted termly with external consultants used to ensure the process is robust. Additional data (eg Boxall Profile assessments, attendance & punctuality data etc) will also be used where appropriate and this will be recorded on the overview sheet for each intervention. The plan will be reviewed in April 2023 and July 2023.

## Challenges

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

Challenge number	Detail of challenge
1	A significant number of our pupils enter school with low rates of language and literacy. Many pupils do not read regularly at home and do not have access to a wide range of literary materials.
2	Many pupils enter school with low rates of numeracy and parents often lack confidence in being able to support their children at home.
3	Some of our families face many social and economic challenges and do not always see regular school attendance and punctuality as a high priority.
4	Many pupils need wider opportunities through school to raise self-esteem, develop social skills and to raise their aspirations.
5	The effects of the COVID-19 pandemic have meant that some disadvantaged pupils have struggled to re-engage in school since lifting of restrictions in September 2021

## 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	Success criteria
Continuing to improve the achievement of disadvantaged pupils in reading and writing in all year groups.	<ul style="list-style-type: none"> <li>In KS1, the % of disadvantaged pupils passing their Phonics Check is above the national average.</li> <li>In each year group, a large majority of disadvantaged pupils reach the expected standards in reading and writing by July 2023</li> </ul>
Continuing to improve the achievement of disadvantaged pupils in maths in all year groups.	<ul style="list-style-type: none"> <li>In each year group, a large majority of disadvantaged pupils reach the expected standards in maths by July 2023</li> <li>All disadvantaged pupils make good progress from their starting point in their previous key stage.</li> </ul>
Continuing to improve attendance and punctuality of disadvantaged / vulnerable pupils in all year groups.	<ul style="list-style-type: none"> <li>Attendance rates for disadvantaged pupils are above the national average</li> <li>The punctuality rates of pupils improve each term and is negligible by July 2023.</li> </ul>
Increasing the participation of those pupils affected significantly by the COVID-19 pandemic in all aspects of the school's wider curriculum.	<ul style="list-style-type: none"> <li>All disadvantaged pupils participate in trips and visits including the Y6 residential.</li> <li>The % of disadvantaged pupils participating in arts-based events is high (eg Choir, Children's Shakespeare festival, Art Club)</li> <li>Disadvantaged pupils with SEMH show significant progress (Boxall Profile to be used as a measure)</li> </ul>

## 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: £130,628**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>3 additional teachers in KS1, Lower KS2 and Upper KS2 are employed</b></p> <p><i>This enables school to be organised into 2 smaller classes within each year group</i></p>	<p>The school has a PAN of 45 which equates to 1.5 classes per year. Traditionally the school has organised classes with two mixed age classes in each key stage.</p> <p>By employing 3 additional teachers, the school is able to teach pupils in 2 separate classes per year group. This has resulted in classes being smaller in size and consequently pupils are able to receive more focused 'in class' support from their teachers and their associated teaching assistants.</p> <p>Pupil Progress Meetings are used on a termly basis to identify those disadvantaged pupils who require targeted support through Quality First Teaching.</p> <p><b>EEF Impact = +2</b></p>	<p><b>1</b></p> <p><b>2</b></p>
<p><b>A range of curriculum enrichment activities to be delivered to widen pupils' opportunities</b></p> <p><i>This will include trips and visits including a Y6 residential and CAFT residential</i></p>	<p>Children need to have opportunities to participate in a wide range of activities which improve their cultural capital</p> <p><b>EEF Impact = +3</b></p>	<p><b>4</b></p>

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

Budgeted cost: £65,930

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>RWI 1 to 1 tuition</b>	RWI 1 to 1 tuition supports the lowest 20% of each cohort to 'catch up' with their early reading focusing on the development of their decoding skills and increasing the fluency of their word reading. <b>EEF Impact = +5</b>	<b>1</b>
<b>'Academic Mentor' individual tuition or small group support for Writing and Maths</b> Focus groups – Disadvantaged & vulnerable pupils in Years 6, 5 and 4 who have fallen behind academically since the end of KS1.	1 to 1 tuition / small group tuition with groups no larger than 3 has been proven to accelerate pupils' progress.  The academic mentors will take target pupils for short sessions each day at times outside of their core subject lesson time. This will include some sessions before and after school.  <b>EEF Impact = +5</b>	<b>1 2</b>
<b>Academic Mentors to provide targeted small group tuition with groups of 6 pupils during core lesson time.</b>	The academic mentors will work closely with class teachers to provide small group tuition to small groups of no more than 6 during core lesson time.  These groups will follow the same teaching sequence as the main class however learning will be personalised to their learning needs and abilities.  <b>EEF Impact = +4</b>	<b>1 2</b>
<b>Teaching Assistants will ensure that 'daily readers' from KS2 are supported.</b> These are disadvantaged pupils who are unlikely to	Children will be supported to develop their comprehension skills through our Accelerated Reader programme where children will 'quiz' on their library book once they have completed it. A Star Reading test will be used each term to	<b>1</b>

read at home on a daily basis	ensure that children are choosing books that are at the appropriate reading level.  <b>EEF Impact = +4</b>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£32,942**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Parent Support Adviser and enhanced Attendance team deployed</b> <ul style="list-style-type: none"> <li>- Late gates</li> <li>- Attendance Panel Meetings</li> <li>- 3 weekly monitoring reports shared with SLT</li> <li>- System of interventions and rewards delivered half termly</li> </ul>	<p>Good attendance and punctuality are key factors in improving performance in school.</p> <p>This enables parents to feel fully supported and also challenged to ensure that their children attend school on time each day.</p> <p><b>EEF Impact = +4</b></p>	<b>3</b>
<b>Nurture Group staff and those who support vulnerable pupils will be deployed to improve specific pupils' personal social &amp; emotional (PSE) development</b> <ul style="list-style-type: none"> <li>- Nurture Group will be delivered to support 7-9 pupils on 4 afternoons each week.</li> <li>- Pupils will remain in the Nurture Group for between 2 and 4 terms depending on their progress as measured using the Boxall Profile</li> </ul>	<p>These pupils experience significant barriers to their learning.</p> <p>Staff will support pupils to revisit early nurturing experiences in order to help them become fully integrated in their mainstream classroom setting.</p> <p><b>EEF Impact = +4</b></p>	<b>5</b>

**Total budgeted cost: £229,500 (£130,628 + £65,930 + £32,942)**

## 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 academic year.

#### To improve the achievement of disadvantaged pupils in reading, writing and maths in all year groups

Using national data from the Y1 Phonics Check, KS1 & KS2 SATs as well as internal data from the Hodder Progress in Reading Assessment (PIRA) & Progress in Understanding Maths Assessment (PUMA) tests, together with our writing assessments, we have been able to compare the attainment of our disadvantaged pupils with the same group nationally.

#### PLEASE NOTE:

*Some disruption caused by the COVID-19 pandemic has continued to have some impact on the progress of some pupils in each year group.*

#### End of year outcomes for disadvantaged pupils

	Y1	Y1 Nat	Y2 SATs	Y2 SATs National	Y3	Y4	Y5	Y6 SATs	Y6 SATs National
Reading	78% Phonics	62% Phonics	58%	51%	64%	53%	77%	75%	62%
Writing	22%		37%	41%	45%	42%	50%	58%	55%
Maths	28%		68%	52%	77%	53%	77%	58%	56%

**XX** = above the national figure

**XX** = below the national figure

**XX** = 10% below the national figure

The table above compares the outcomes for our disadvantaged pupils with the same group nationally.

It can be seen that at key end points in Y1, Y2 and Y6 our disadvantaged pupils are generally performing better than their national counterparts.

Progress has been good in most areas however attainment for disadvantaged pupils is low in Y1 (writing and maths) as well in all areas in Y4. These two cohorts will be priorities during 2022/23.

## To improve attendance and punctuality of disadvantaged / vulnerable pupils in all year groups.

The data below is taken from the FFT Attendance Tracker which enables us to compare the attendance of disadvantaged pupils with the same group nationally

**XX** = attendance which is more than 1% above the national figure.

### Attendance for disadvantaged pupils

	ALL	Y1	Y2	Y3	Y4	Y5	Y6
<b>School</b>	<b>93.7%</b>	<b>93.0%</b>	<b>93.8%</b>	<b>94.0%</b>	<b>93.1%</b>	<b>93.7%</b>	<b>94.3%</b>
<b>FFT National</b>	90.5%	89.7%	90.5%	90.7%	90.8%	90.6%	90.6%

The attendance of disadvantaged pupils is 3.2% than their national counterparts. In fact our disadvantaged pupils' attendance is better than the FFT national figure for all pupils

### Persistent Absence

The % of pupils who were persistently absent during 2022/23 according the FFT Attendance Tracker was 16.7%.

This is better than the FFT national figure of 23%

### Punctuality

The table below shows the percentage of pupils who were late on more than 3 occasions within each half term. The total number of pupils in both KS1 and KS2 was 267

	Late on more than 3 occasions	Late on more than 6 occasions
<b>Autumn 1</b>	12%	4%
<b>Autumn 2</b>	12%	4%
<b>Spring 1</b>	12%	4%
<b>Spring 2</b>	12%	4%
<b>Summer 1</b>	7%	1%
<b>Summer 2</b>	11%	3%

The impact of the work of the school to improve punctuality can be seen by the fall in the number of pupils who were persistently late (i.e. on more than 6 occasions) by the summer term.



## **To increase the participation of disadvantaged pupils in all aspects of our wider curriculum**

- 26 out of 28 disadvantaged pupils attended the 3-day Y6 residential at Ghyll Head Outdoor Learning Centre in the Lake District in July 2022.
- 14 KS2 pupils were chosen to attend a residential organised by Children's Adventure Farm Trust.
- Both Year 5 classes performed with great distinction at The Lowry Theatre in Salford as part of the Children's Shakespeare Festival.
- Both Year 3 classes took part in a Country Trust project called 'Food Discovery'. This gave pupils an understanding of where food comes from, how it is farmed and engaged them in issues of sustainability. They took part in 6 sessions including a day at the working farm.
- All classes from EYFS to Year 6 were also involved in a range of day trips and visits as well as enrichment activities within school
- Our Nurture Group for 11 younger pupils in Reception and KS1 was re-launched and took place on 4 afternoons each week. All pupils who attended have made good progress in terms of their personal, social and emotional development (see Boxall Profile data). 3 of these pupils have made such good progress that they have begun the transition back into their mainstream class on a full-time basis.

## **For 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*

<b>Programme</b>	<b>Provider</b>
<b>None</b>	