

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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	Ss John Fisher & Thomas More Catholic Primary School
Number of pupils in school	360 <i>(including 42 Nursery pupils)</i>
Proportion (%) of pupil premium eligible pupils	164/360 (45.5%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 – 2027 (3 years)
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
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	£245,368
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	£245,368

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 for targeted vulnerable pupils in all year groups.
- Increasing the participation of targeted disadvantaged pupils in all aspects of the school's wider curriculum.

An attainment gap exists between disadvantaged pupils and their counterparts. In many year groups this has widened since 2019 and narrowing this gap remains a high priority for the school.

A small number of vulnerable children are experiencing anxiety-based school avoidance and as a result are 'at risk' of being either persistently absent (below 90% attendance) or severely absent (below 50% attendance). The school will deploy staff to support these pupils and their parents and carers.

Some disadvantaged pupils do not always take up the wider opportunities that school offers. For example, in enrichment activities such as music, sport and a range of trips and visits.

Some vulnerable pupils have also struggled to 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. We have used the EEF criteria to support us in selecting interventions and have utilised strategies which have been beneficial in previous years, such as RWI Phonics 1:1 sessions.

The impact of each intervention will be measured through assessments which will take place in December 2025, April 2026 and July 2026. Data collected in July 2025 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 in accordance with the Trust's robust Assessment Policy. Additional data (eg Boxall Profile assessments, attendance & punctuality data etc) will also be used where appropriate. The plan will be reviewed in April 2026 and July 2026.

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	According to the LSOA deprivation factor, the school sits in the bottom 3% of the deprivation index. Some disadvantaged pupils struggle to engage in school. Some anxiety-based school avoidance exists.

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"> In KS1, the % of disadvantaged pupils passing their Phonics Check is above the national average. In each year group, a large majority of disadvantaged pupils reach the expected standards in reading and writing.
Continuing to improve the achievement of disadvantaged pupils in maths in all year groups.	<ul style="list-style-type: none"> In each year group, a large majority of disadvantaged pupils reach the expected standards in maths. All disadvantaged pupils make good progress from their starting point in their previous key stage.
Continuing to improve attendance and punctuality of disadvantaged / vulnerable pupils in all year groups.	<ul style="list-style-type: none"> Attendance rates for disadvantaged pupils are above the national average The % of pupils who are persistently absent is lower than the national average.
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"> All disadvantaged pupils participate in trips, visits and other events including the Y6 residential. The % of disadvantaged pupils participating in sports & arts-based after school clubs improves each year. Disadvantaged pupils with SEMH show significant progress (Boxall Profile will be used as a measure).

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: **£120,012**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>3 additional teachers in KS1, Lower KS2 and Upper KS2 are employed</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>EEF Impact = +2</p>	<p>1</p> <p>2</p>
<p>A range of curriculum enrichment activities to be delivered to widen pupils' opportunities</p> <p><i>This will include trips and visits including a Y6 residential and CAFT residential, as well as bespoke music lessons to target disadvantaged pupils specifically</i></p>	<p>Children need to have opportunities to participate in a wide range of activities which improve their cultural capital</p> <p>EEF Impact = +3</p>	<p>4</p>

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

Budgeted cost: £40,467

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI 1 to 1 tuition	<p>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.</p> <p>EEF Impact = +5</p>	1
<p>'Academic Mentor' individual tuition or small group support for Reading, Writing and Maths</p> <p>Focus groups – Disadvantaged & vulnerable pupils in Years 6 and 5 who have fallen behind academically since the end of KS1.</p>	<p>1 to 1 tuition / small group tuition with groups no larger than 4 has been proven to accelerate pupils' progress.</p> <p>The academic mentor will take target pupils for short sessions each day at times outside of their core subject lesson time. This may include some sessions after school.</p> <p>EEF Impact = +5</p>	1 2
<p>Teachers and Teaching Assistants will ensure that 'daily readers' from KS2 are supported.</p> <p>These are disadvantaged pupils who are unlikely to read at home on a daily basis.</p>	<p>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 ensure that children are choosing books that are at the appropriate reading level.</p> <p>We have also purchased subscriptions for Reading Plus, which is an advanced programme used to support pupils in learning to read. This is deployed across the whole Year 4 cohort and then 4 targeted pupils within other classes are also selected and closely monitored.</p> <p>EEF Impact = +4</p>	1

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

Budgeted cost: £84,889

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parent Support Adviser and enhanced Attendance team deployed <ul style="list-style-type: none"> - Late gates - Attendance Coffee Mornings/Meetings - 3 weekly monitoring reports shared with SLT - System of interventions and rewards delivered half termly, including special breakfasts with the Headteacher. 	<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>EEF Impact = +4</p>	<p>3</p> <p>5</p>
Nurture Group staff and those who support vulnerable pupils will be deployed to improve specific pupils' personal social & emotional (PSE) development <ul style="list-style-type: none"> - Nurture Group will be delivered to support 7-9 pupils on 4 afternoons each week. - Pupils will remain in the Nurture Group for between 2 and 4 terms depending on their progress as measured using the Boxall Profile - Other pupils will also access the Nurture provision at other times as part of bespoke strategies to support individual needs. 	<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>EEF Impact = +4</p>	<p>5</p>

Total budgeted cost: £245,368 (£120,012 + 40,467 + 84,889)

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 2024 to 2025 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, 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.

End of year outcomes for disadvantaged pupils

	Y1	Y1 National	Y2	Y3	Y4	Y5	Y6 SATs	Y6 SATs National
Reading	87%	68.1% Phonics	48%	37%	78%	65%	55%	63%
Writing			39%	42%	37%	47%	38%	59%
Maths			48%	38%	38%	65%	52%	61%

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 in Y1 disadvantaged pupils are performing significantly better than disadvantaged pupils nationally.

In the national Phonics Check 87% of disadvantaged pupils passed – a higher result than last year.

In the Y6 SATs, 35% of disadvantaged pupils achieved the expected standard in Reading, Writing & Maths combined (National figure is 47%). The Y6 results are below the national average in all areas. The school received several new pupils in Year 5 and at the start of Year 6 who had high needs and were eligible for pupil premium, which contributed to the data set.

The Y5 cohort data is strong, with other year groups indicating a greater need for support. The current Y4 cohort will be targeted in the next academic year to improve outcomes ahead of the Y6 SATs assessment point.

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

The data below shows a comparison of 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
School	93.1%	91.2%	93.5%	92.9%	94.8%	95.4%	92.6%
National	92.9%	92.2%	92.8%	93.2%	93.2%	93.2%	93%

The attendance of disadvantaged pupils is 0.2% higher than the national figure.

Persistent Absence

The % of pupils who were persistently absent during 2024/2025 was 12.8%, compared to the national figure (16.2%)

Attendance & Punctuality

A significant percentage of pupils from KS1 & KS2 achieved the attendance reward each half term, with over 100 pupils receiving the award on each occasion. Pupils received the reward if they had attendance of above 97% as well as less than 3 late marks across the half term.

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

- 25 out of 31 disadvantaged pupils attended the 3-day Y6 residential at Ghyll Head Outdoor Learning Centre in the Lake District in July 2025.
- 30 disadvantaged KS2 pupils were chosen to attend a residential organised by Children's Adventure Farm Trust whilst another 26 pupils attended a day trip.
- Both Year 5 classes performed with great distinction at the Royal Exchange in Manchester as part of the Children's Shakespeare Festival.
- Across the year, a range of after-school clubs were offered to pupils in KS1 and KS2. This covered a range of sports and interests.
- 12 disadvantaged pupils attended a Forest Schools programme at a neighbouring primary school within the Corpus Christi Academy Trust.
- 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.
- Of the 12 pupils supported through our Nurture Group during 2024/25, three pupils have transitioned back to their mainstream classes full time, with one

additional pupil reintegrating with a reduced timetable. 2 pupils no longer attend our school, with one now accessing specialist provision after a period of specialist intervention. All pupils made expected progress which is categorised by an increase in developmental scores and a decrease in diagnostic scores (Boxall Profile).

- *Staff cater well for pupils' emotional well-being. For example, pupils value the help that they receive through the 'Talk Team'. As a result, pupils are reassured that they have someone they can talk to in school. (Ofsted Report, June 2023)*
- *Pupils benefit from exciting trips, such as visits to farms, beaches and the Lake District. Pupils in Year 6 spoke enthusiastically about their recent performance of 'Macbeth' at a literary festival. Children and pupils in the nurture room enjoy caring for Arlo, the school therapy dog. (Ofsted Report, June 2023)*

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

Programme	Provider
None	