

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 Catholic High School
Number of pupils in school	995 (Y7-Y11)
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-22 2022-23 2023-24
Date this statement was published	October 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Alison Rigby, Headteacher
Pupil premium lead	Cath Collins, PP Lead Anthony Ryder, Assistant Headteacher
Governor / Trustee lead	Patricia Evans, Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£288,460
Recovery premium funding allocation this academic year	£43,210
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	£331,670

Part A: Pupil premium strategy plan

Statement of intent

When creating our PP Strategy for St John Fisher Catholic High School we recognise the importance of considering the context of the school and the subsequent challenges made. We will use recognised literature and research conducted by the EEF to support decisions made around the usefulness and implementation of different strategies.

The Pupil Premium Strategy is aligned with our school improvement plan and is built upon the following principles:

Academic excellence for students, inspiring all to achieve.

The education of the whole person which recognises the uniqueness of each student

Moral principles linked to a strong faith experience.

The experience of each pupil at St John Fisher is founded on our Catholic values of justice and equality and we learn together as a community in Christ. Our ambitious curriculum is tailored to equip ALL of our students with the knowledge, understanding and skills needed to become well-rounded, highly educated individuals, able to succeed and make significant contributions to the wider world. We provide a broad, sequenced curriculum that allows our young people to thrive and flourish as they are exposed to many culturally enriching opportunities both within and beyond the classroom.

We take an evidence-based approach to delivering our curriculum with a focus on aspects of Rosenshine's Principles. All teaching staff are aware of the students eligible for Pupil Premium funding and this informs their planning, teaching, monitoring and interventions. As well as our ambitious and broad taught curriculum, we believe that learning begins in the classroom but extends far beyond it. It is important that all pupils have opportunities to enrich their school experience, encouraging them to learn new skills and use their God-given talents. This includes a variety of clubs, trips abroad, sporting activities and performing arts shows.

At St John Fisher we understand there may be highly complex situations at home and in school, that potentially prevent children from flourishing and learning effectively. We aim to break down or support these situations for the child and their family as well as overcome more commonly known barriers to learning for disadvantaged students. These may include weak language and communication skills, low confidence or self-esteem, low attendance and poor punctuality, or potentially behavioural issues. We recognise that the challenges for pupils' in a high school setting are varied and there is no 'one size fits all' We will utilise a range of evidence-based approaches to attempt to overcome barriers where appropriate for all pupils at St John Fisher.

Evidence based literature and research considered when creating this strategy include:

- The EEF Guide to the Pupil Premium (July 2019)
- Education Endowment Foundation, 'Closing the attainment gap' (Dec 2017)
- DfE Pupil Premium reports and guidance (various)

- National College for Teaching and Leadership, 'Effective pupil premium reviews' (Feb 2018)
- National Governance Association, 'Spotlight on Disadvantage' (April 2018)
- National Foundation for Educational Research, 'The Building Blocks of Success' (Jan 2017)
- [5ee9f507021911ae35ac6c4d_EBE_GTT_EVIDENCE_REVIEW_DIGITAL.pdf \(website-files.com\)](#)
- [The EEF guide to supporting school planning - A tiered approach to 2020-21.pdf \(educationendowmentfoundation.org.uk\)](#)
- [EPI 2020 Annual Report .pdf](#)
- [EEF Parental Engagement Guidance Report.pdf \(educationendowmentfoundation.org.uk\)](#)
- [Evidence reviews | EEF \(educationendowmentfoundation.org.uk\)](#)

As recognised by the EEF we acknowledge that 'good teaching is the most important lever schools have to improve outcomes for disadvantaged students' and we intend to focus heavily on developing the quality of teaching through focused CPD of teachers and strong recruitment processes.

The key elements of our strategy:

- Promote an ethos of **excellent attainment and progress for all**
- **Quality First Teaching - High quality teaching** raising standards for all through evidence-based research strategies.
- Focus on **outcomes for individuals** – rather than on just providing strategies
- Identify and **employ key staff** to work specifically with disadvantaged students
- Decisions based on **data and respond to evidence** – regular analysis of data
- **Clear, responsive leadership** – setting **high aspirations** and responsibility for raising attainment to all staff.
- **Individualised approach** to address barriers supported with **strong pastoral care** and guidance

Whilst our strategy adopts the recommended EEF tiered approach we recognise that many elements of the strategy will overlap categories and that the balance of the approach will vary from year to year as the schools' and students' priorities change.

Our ultimate objectives are:

- To narrow the attainment gap between pupil and non-disadvantaged students.
- Progress – Strive to ensure that disadvantaged learners achieve in line with non-disadvantaged pupils at St John Fisher. Comparative progress (gaps) data made by disadvantaged pupils amongst similar schools.
- Attainment – Strive to ensure that disadvantaged learners achieve in line with non-disadvantaged pupils at St John Fisher. Comparative progress (gaps) data made by disadvantaged pupils amongst similar schools.
- To achieve English and Maths 4+ and 5+ scores in line with similar schools.
- Promote positive attendance v average/ v all. All disadvantaged students to have attendance in line with or above national average of all students (94.4%)
- To provide opportunities to ensure that all disadvantaged students engage in the wider curriculum. Equity in opportunity and representation.
- To strive to produce a reduction of behavioural incidents and exclusions for disadvantaged learners on previous years at SJF.
- To increase the engagement of families of disadvantaged learners.
- To offer bespoke effective pupil Support individuals (resources, academic, health and wellbeing)

Challenges

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

Challenge number	Detail of challenge
1	Reduced pupil progress and learning due to COVID-19. Evidence suggests that pupils eligible for Pupil Premium funding were disproportionately impacted upon.
2	Pupils entering the school who are eligible for PP have lower literacy levels and reading ages which prevents them from making as much progress.
3	Behaviour, emotional and social difficulties leading to disadvantaged pupils being disproportionately represented in FTE figures.
4	Low aspirations from some parents and pupils and low engagement in the wider life of the school including extra-curricular activities.
5	Pupils who are eligible for PP have historically low attendance to school, which means they have gaps in their knowledge and affects the progress they make.

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
PP students' progress improves in all year groups.	Progress data for Y10 and Y11 shows a narrower/narrowing gap. The difference between PP KS3 students attainment compared to targets is comparable to non-PP students. Comparison between T grades at Key stage 3.
Attendance gap of PP students and non-PP student to reduce. PP attendance to be in line with national average.	Attendance of PP student to be in line with national average (94.4) and LA average / similar schools. Attendance Data.
Increased focus and awareness of PP students by all teachers and form tutors within school, with regular professional dialogues taking place with students and parents.	Regular contact made home. Clear lines of communication within school regarding PP students – use of PP profiles to share information to teachers. Class charts information highlighted. Pupil Premium a standard item in departmental meetings. High engagement of PP parents at school events such as parent evenings.

Pupil premium students to participate in a wide range of enrichment activities offered at St John Fisher Catholic High School.	All PP students to have access to a wide range of enriching opportunities. (PAS) Tracking of extra-curricular sessions used to priorities and direct PP students to engage. PP students will have socio-economic barriers removed to support the development of skills essential for curriculum on offer.
Quality first teaching in all classrooms, considering principles of effective classroom practice	QA process identifies that all students experience lessons that enable at least good progress to be made. CPD programme to develop evidence-based approaches to teaching and learning.

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: £ 175,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of PP Strategic Leader to oversee PP strategy. Effective Tracking and intervention.	Successful schools 'have clear, responsive leadership.' <i>DFE 'Supporting the Attainment of disadvantaged pupils: articulating success and good practice'</i> EEF Implementation Guide states that 'school leaders play a central role in improving education practices through high-quality implementation' by 'defining both a vision for, and standards of, desirable implementation'.	1,2,3,4,5
Recruitment, retention and professional development of staff to deliver 'Quality first teaching' for all pupils.	' <i>Good teaching is the most important lever schools have to improve the outcomes for disadvantaged learners.</i> '. <i>"Teaching should be the top priority, including professional development, training and support for early career teachers and recruitment and retention".</i> (<i>Effective use of the pupil premium, EEF report 2019</i>)	1,2,
CPD on key teaching strategies (retrieval, modelling/scaffolding, questioning) to all teachers	EEF Toolkit – Metacognition and self-regulation. +7 months impact Oral feedback. +7 months impact	1,2

CPD & T&L briefings/ updates implemented to introduce and embed The Fundamentals in all lessons	EEF Toolkit – Metacognition and self-regulation +7 months impact EEF Toolkit – Behaviour interventions – support greater engagement through tracking the speaker - +4 months impact	1,2
Appointment of whole school literacy coordinator. (CB) Increased analysis of data and opportunity for literacy promotion.	EEF Implementation Guide states that ‘school leaders play a central role in improving education practices through high-quality implementation’ by ‘defining both a vision for, and standards of, desirable implementation’. EEF Reading comprehension - +6 months impact	2
Implementation of accelerated reader, subject reading time and CPD leading to development extended writing/oracy	EEF Toolkit – Reading comprehension - +6 months impact EEF Toolkit – Oral language interventions - +6 months impact	2

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

Budgeted cost: £ 90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of ARTi and STAR tests, alongside Accelerated Reader to identify and raise reading comprehension. NGRT and GL Assessments used to identify pupils for specific intervention	EEF Project – AR. ‘The study found that Year 7 FST pupils who were offered Accelerated Reader made 5 months’ additional progress’, +5 months impact	1,2,
Employment of numeracy, literacy and phonics intervention coordinators Reading interventions for students below Reading Age target, significantly below and just below chronological reading age.	EEF Toolkit – Reading comprehension - +6 months impact EEF Toolkit – Small group tuition – +4 months impact DFE – School Led Tutoring Guidance – +4 months impact	2

Targeted In-School Tutoring – English and Maths.	EEF Toolkit – Small group tuition – +4 months impact DFE – School Led Tutoring Guidance – +4 months impact	1,2
LM Hub support record Inclusion support record Mentor/Subject teacher/ Form tutor meetings to identify student needs, concerns and signpost interventions	EEF – Behaviour interventions – approaches to develop a positive school ethos and discipline which also aims to support greater engagement in learning. +4 months Impact EEF – Parental Engagement - +4 months impact “Overall, the evidence makes it clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils’ learning” EEF Toolkit +3 months	3,4,5
Peer mentoring Assertive mentoring	EEF Toolkit – Small group tuition – +4 months impact DFE – School Led Tutoring Guidance – +4 months impact	2,3,4
Targeted after school catch-up and revision sessions for Y11 PP targeted	EEF Toolkit – extending the school day - +3 months impact EEF Toolkit – Small group tuition – +4 months impact	1,4

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

Budgeted cost: £ 66,670

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD, T&L guidance and updates, Assemblies and systems to develop a school culture to embed high expectations and standards for all.	EEF – Behaviour interventions – approaches to develop a positive school ethos and discipline which also aims to support greater engagement in learning. +4 months Impact	1,3,4
Pastoral Hub – Intervention to support the pastoral needs of the pupils.	EEF – Behaviour interventions – approaches to develop a positive school ethos and discipline which also aims to support greater engagement in learning. +4 months Impact EEF – Parental Engagement - +4 months impact	3,4,5
Increased parental engagement through regular contact by form tutors and further implementation of class charts system	EEF – Parental Engagement - +4 months impact	4

Enhancement of rewards system, recognition of all pupils including DL, regular opportunities and competitions in departments, alongside pledges to encourage extra-curricular engagement.	Research by 'A New Direction' shows the importance of cultural and arts opportunities to support wider learning of PP students. EEF – Arts Participation - +3 Months EEF “think enrichment education has intrinsic benefits. We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.”	3,4,
Designated Attendance Officer to closely monitor all PP students' attendance, build relationships with families and implement strategies where needed.	DFE 2016 – found that the higher the overall absence rate across KS4 the lower the likely level of attainment at the end of KS4. “Overall absence had a statistically negative link to attainment.”	4,5
Support groups to include Breakfast provision. Anxiety support (Girls) Study support (KS4) Homework club (KS3) Study skills week –	EEF Toolkit – Mentoring - +2 months impact EEF – Behaviour interventions – approaches to develop a positive school ethos and discipline which also aims to support greater engagement in learning. +4 months Impact	1,2,3,5
PP Capitation – hardship fund to ensure PP students access equipment, enrichment opportunities, and resources for learning	EEF – Arts Participation +2 months impact EEF – Sports Participation +2 months	4,
Summer school transition programme	EEF – Arts Participation +2 months impact EEF – Sports Participation +2 months	3,4,5

Total budgeted cost: £ £331,670

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Details of Strategy review in part are not able to have direct comparison due to Covid-19.

Outcomes 2020 -21 Year 11 TAGs

ALL 189 95 boys; 94 Girls		2020		PP 49 26 boys; 22 Girls		PP VS ALL			
Performance Indicators:				Performance Indicators:			2021	2020	2019
P8	-0.29	↑	-0.47	P8	-0.67	P8	-0.42	-0.2	-0.23
A8	46.25		48.6	A8	38.51	A8	-7.74	-4.25	-4.49
Basics 4+	64%		73%	Basics 4+	41%	Basics 4+	-24%	-4%	-15%
Basics 5+	41%		40%	Basics 5+	29%	Basics 5+	-12%	-11%	-8%

Attendance 2020-21

Period:	1 Sept 20 to 16 July 21	Improvement compared to 2018/19 maintained							
Whole School	Girls	Percentages							
	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After	/	\	
Pupil Premium	150	88.11	9.31	2.58	1.35	0.16	43.13	43.45	
Not Pupil Premium	347	91.39	7.94	0.67	0.86	0.04	45.34	45.16	
Whole School	Boys	Percentages							
	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After	/	\	
Pupil Premium	195	85.93	9.92	4.15	1.46	0.25	41.68	42.23	
Not Pupil Premium	318	91.19	7.57	1.24	0.98	0.04	45	45	
Period:	01/09/2020 AM to 16/07/2021 PM								
Whole School	Percentages								
	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After	/	\	
Pupil Premium	345	86.89	9.65	3.46	1.41	0.21	42.32	42.77	
Not Pupil Premium	665	91.3	7.76	0.94	0.92	0.04	45.18	45.08	
All	1010	89.82	8.39	1.79	1.08	0.1			

Breakfast Club catch up KS3 Intervention Analysis

English

	Attendance %	Progress % improved on test
Year 7	93%	80%
Year 8	91%	100%
Year 9	97%	100%

Maths

	Attendance %	Progress % improved on test
Year 7	98%	20%
Year 8	67%	20%
Year 9	86%	50%

Science

	Attendance %	Progress % improved on test
Year 7	66%	No data
Year 8	53%	No data
Year 9	60%	No data

Overall statistics (3-year groups)

	Attendance %	Progress % improved on test
English	94%	93%
Maths	84%	35%
Science	60%	
Combined	79%	64% (based on 2 subjects)

Accelerated Reader Results 2020 - 2021

(Due to Covid, lessons and testing was disrupted - 2 classes in Year 7 were unable to complete their final STAR test)

Non-English Specialist

Tests taken approximately 8 months apart Sept/October - May/June

OVERALL	Year 7	Year 8	Year 9
Pupils	195	206	188
Pre-Test reading age	10.04	10.04	11.02
Post Test reading age	10.1	11.03	12.03
Change in reading age	0.06	0.11	1.01

Overall results 2020 - 2021							
YEAR	Students	Increased RA	%	Decreased RA	%	Same RA	%
7	195	125	64	65	34	5	2
8	203	155	76	44	22	4	2
9	175	139	79	32	18	4	3

Comparison of results 2020/21 to last full Y7 cohort 2018 - 2019 (193 pupils)							
	Students	Increased RA	%	Decreased RA	%	Same RA	%
All pupils (193)	193	135	70	51	26	7	4
Male (100)	100	68	68	29	29	3	3
Female (93)	93	67	72	22	24	4	4
PP (46)	46	34	74	12	25	0	0

PP Exclusions

- There was no significance in the IDSR relating to children with PP status.
- In 2018/19 our figures were below the national average for pupils and occasions, however we were slightly above national for repeat exclusions with a figure of 17

pupils; this year, only 4 children with PP status have been excluded on 2 or more occasions.

- PP boys account for 44% of all excluded males, 45% of male occasions and 50% of male days.
- PP boys account for 35% of all excluded pupils and 35% of occasions. PP boys make up 15% of the school roll.
- The lowest exclusions in total and for PP pupils in the last 5 years.

External devices – Throughout lockdown period 2020/21 150+ devices were distributed to all pupils to allow access to lessons and online learning. 75 % of the recipients were PP.

Feedback: 80% of pupils surveyed said their learning experience had improved compared to the previous lockdown and 82% said they had felt well supported by teachers. Parents also reported a clear improvement in provision with 95% stating the learning opportunity had improved and 95% also said their child was well supported in their learning by teaching staff.

Externally provided programmes

Programme	Provider

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.

