

Pupil premium strategy statement – St John Fisher Catholic Comprehensive School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

Detail	Data
Number of pupils in school	1101
Proportion (%) of pupil premium eligible pupils	29.6%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2025
Date this statement was published	
Date on which it will be reviewed	November 25
Statement authorised by	Dympna Lennon
Pupil premium lead	Kausar Ali
Governor / Trustee lead	Owen McColgan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£333,160
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£ 0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0

Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£333160
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Part A: Pupil premium strategy plan

Statement of intent

At St John Fisher Catholic Comprehensive School, we want to ensure that disadvantaged pupils can have the same quality of education and opportunities as those not facing their unique challenges.

The strategy aims to support pupils by removing barriers to their learning, ensuring they participate in a wide range of activities within the school and feel empowered to take opportunities after leaving St John Fisher.

The key principles are guided by the EEF suggestion for a tiered approach within the following.

- Quality of teaching and learning, ensuring all pupils have access to excellent teaching and learning within the school.
- Targeted academic support, putting in place support where needed to allow pupils to succeed both with internal and external partners.
- Wider strategies, allowing pupils to experience more of the world and understand the opportunities that await them when leaving school.

Challenges

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

Challenge number	Detail of challenge
1	Attendance and persistent absence PP attendance rates fall below school averages, school hours and contributing to academic setbacks. In Year 11, 10% of our persistently absent students were identified as PP. Attendance records indicate that poor attendance and persistent absence among disadvantaged students are negatively impacting their academic progress.
2	Attainment Teaching and learning quality is improving, but inconsistency, and gaps in learning are not always diagnosed quickly enough. Teaching could be more responsive and assessment more effective. Disadvantaged students make less progress than non-disadvantaged students.
3	Literacy Our Quality Assurance programme, observations and assessment have identified that a disproportionate number of the Pupil Premium cohort need literacy skills development to make good progress (Tier 2 and Tier 3 vocabulary, reading comprehension issues, extended writing skills). This is preventing them accessing certain elements of the curriculum.
4	Challenges with self-regulation A proportion of pupils in the Pupil Premium cohort demonstrate a lack of emotional resilience, self-regulation, and poor self-efficacy. As a result, behaviour can be poor. Disadvantaged students are over-represented in sanctions data and under-represented in some rewards data, meaning a less positive school experience.
5	Lower cultural capital and aspirations Our discussions and observations have identified that some disadvantaged pupils lack background knowledge, understanding and experience of the world around them and as a result have less clarity around career goals and how to achieve them, compared to non-

	disadvantaged. It's not that they are less ambitious, but what they believe is possible is limited due to their life experience to date.
6	Wellbeing/emotional and self-confidence issues Our assessments, discussions and observations have identified social and emotional mental health and self-confidence issues for more of our disadvantaged pupils than non-disadvantaged.
7	Family and community engagement Underpinning each of the above strands is family. Our observations have identified that a small number of families within our community have a limited understanding of the role and scope of school and that their perception of education in the wider sense is negative or tainted. These families would benefit from additional support to improve the network around their children.

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
Strengthen teaching ensure all learners, especially disadvantaged students, benefit from improved responsive teaching, literacy, and memory strategies. This will drive sustained progress for disadvantaged students across all subjects.	Monitoring shows teaching is responsive, with teachers addressing the specific needs and barriers of PP learners through tailored strategies and consistent formative assessment. Middle leaders ensure effective interventions, robust summative assessments, and accelerated progress for disadvantaged students,
To improve reading age of non-disadvantaged students	Library is being used by more disadvantaged pupils. Accelerated Reader Reading scheme is fully embedded and demonstrates gaps have narrowed.
All students engage in regular, high-quality homework that deepens understanding and reinforces learning.	A homework timetable is in place and consistently followed, with high completion rates evidenced by School Vue/TEAMS data, Head of Department quality assurance, and work scrutiny. Monitoring confirms that homework is high quality, closely linked to classwork, and effectively deepens learning.
Behaviour, resilience, self-regulation, and self-efficacy improve across the student body, with a disproportionately positive impact on disadvantaged students.	Fewer negative behaviour points and exclusion recorded. Student voice indicates a strong toolkit for self-regulation, leading to improved outcomes, fewer removals, and better access to academic and pastoral support.
Accurate assessment of PP pupils enables effective progress tracking and timely intervention, particularly for HPA/PP students, measured through 2024 GCE, GCSE results, and internal assessments.	SchoolVue reports are in place for Years 7-13, with targeted intervention for RED list students. Alternative curriculum and SEN support are provided for PP students as needed.
All students receive strong careers guidance, with PP students receiving targeted early support to raise aspirations and clarify end goals.	All Y11 disadvantaged students will receive a careers interview, with Y10 PP students prioritised for additional guidance, opportunities, and support such as careers conferences and university visits. All students attend career fair. The PSHE programme will include careers education for all year groups.

<p>All disadvantaged students participate in arts and enrichment opportunities (sport, music, drama, dance, educational visits) to build cultural capital through a rich curriculum.</p>	<p>All KS3 students will have sport, dance, drama, and music in their curriculum, with disadvantaged students given the opportunity for at least one educational visit per year. The curriculum will include opportunities to study literature and art to build cultural capital. PP students will have access to high-quality uniform, learning equipment, and targeted literacy and numeracy support.</p>
<p>The attendance of all PP students will meet the expectation of 97%+, with all students arriving on time and maintaining exemplary punctuality.</p>	<p>The attendance gap between PP and non-PP students will have narrowed nationally, with PP attendance increasing over time. Punctuality will improve, and all PP students will arrive on time to school.</p>

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: £20000

Activity	Evidence that supports this approach	Challenge number (s) addressed
<p>Enhance teaching practices to ensure that all students, particularly those who are disadvantaged, benefit from improved responsive teaching, effective AFL strategies, and the targeted addressing of misconceptions.</p> <p>Continue to incorporate metacognitive techniques into all lessons to support pupil premium (PP) learners.</p>	<p>The EEF key principles identify that ‘good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils’. EEF research and evidence has shown that ‘great teaching and careful planning can make a huge impact on the outcomes of disadvantaged children.’ Furthermore, Sorbel (2018) explains that outstanding teaching can half the attainment gap.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/metacognition-and-self-regulation</p>	2,3
<p>Implement learning journeys and target sheets to provide pupils with a clearer understanding of their current learning and its connection to the broader curriculum.</p>	<p>Subject leaders must know their subject and where each aspect of the national curriculum is being taught. Schools must demonstrate exactly where they want their children to get to, and this must be ambitious.</p> <p>https://www.headteacher-update.com/content/best-practice/the-curriculum-ofsted-sequencing-and-structure-with-purpose/</p> <p>Target grades are often used in schools as a motivational tool for what students should achieve in their exams. Using them has shown advantages, including improving students’ and teachers’ expectations.</p> <p>https://www.et-foundation.co.uk/wp-content/uploads/2023/02/Effective-target-setting-for-FE-maths-learners-and-teachers_Tameside-College-CfEM-action-research-report-2021-22.pdf</p>	2

<p>Improve the literacy levels of all students to ensure the gap between PP and Non- PP narrow and to ensure.</p> <p>Use of accelerated reader.</p> <p>Volunteers to read with KS3 students.</p>	<p>The EEF Teaching and Learning Toolkit states that, 'on average, reading comprehension approaches deliver an additional six months' progress.'</p> <p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)</p> <p>Dixons Kings Academy identified in their EEF case study that 'a particular focus on developing pupils' vocabulary, as vocabulary knowledge is a predictor of achievement and is often related to socioeconomic status.'</p>	<p>1,2,3,5</p>
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £35000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide targeted early career guidance for PP students to raise their aspirations and help them define clear end goals.</p>	<p>The Gatsby Foundation in Good Careers Education advocate for importance of high-quality careers guidance because their evidence suggests that:</p> <ol style="list-style-type: none"> 1. Students get a better understanding of potential work and profession routes. 2. Students are better motivated to acquire skills and qualifications. 3. Students are more likely to achieve better outcomes in the labour market. 4. Students less likely to become NEET. This approach is reflected in our NEET data figures which have remained in line with national figures 	<p>2,5</p>
<p>Prioritise PP students for small-group literacy and numeracy interventions at KS3 and KS4 to help reduce the attainment gap. Additionally, involve KS5 students in running Year 11 intervention sessions alongside lead teachers to provide peer support and enhance learning outcomes.</p>	<p>EEF Toolkit shows a +4- month improvement because of literacy and numeracy intervention:</p>	<p>2,3</p>

<p>On a case-by-case basis, students are supplied with additional resource including:</p> <ul style="list-style-type: none"> • Uniform • Subsidised travel to and from Easter Forum revision • Revision guides • Trips • DofE subsidisation £5000 	<p>'Have an individualised approach to addressing barriers to learning and emotional support, at an early stage, rather than providing access to generic support and focusing on pupils nearing their end-of-key-stage assessments' P.10,</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf,</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 284687

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve attendance of all PP students in line with the expectation for all 96%+. All students arrive on time.</p>	<p>Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*-C or equivalent and 2.8 times more likely to achieve 5+ GCSEs A*- C or equivalent, including English and mathematics, than pupils missing 15-20% of KS4 lessons." (DfE, 2016)</p>	<p>1,2</p>
<p>Centralised monitoring of SchoolVue data with interventions planned by leaders through the school: HOYs, Curriculum Leads and Teachers £27000</p> <p>Specific, targeted intervention according to need – e.g. intervention sessions, study support sessions, in-class support provided by LSAs e.g. after-school intervention to be delivered by staff. £31800</p>	<p>'Make decisions based on data and respond to evidence, using frequent, rather than one-off assessment and decision points.' P.10 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf</p>	<p>3</p>
<p>A team of staff to support and intervene with PP pupils' attendance. (GMC /HoY/PCL/FLO/ 2AP team) £163087</p> <p>Home visits by FLO team £2800</p> <p>School working more closely with Medway AASSA to monitor and improve attendance procedures, including fortnightly meetings to review case progress £9000</p>	<p>"Schools that are most successful in their use of the PP adopt a range of strategies, well targeted at the needs of their pupils.....If poor attendance is an issue, this is addressed as a priority"</p> <p>John Dunford The pupil premium journey: lessons learned during my two years as National PP Champion August 29, 2015 (check this reference)</p> <p>Nationally the attendance of PP pupils is lower than non-PP pupils.</p> <p>Students' progress and attainment cannot improve if they are not accessing learning</p>	<p>1</p>

<p>Weekly tracking of unauthorised attendance and lateness by – followed up by form tutors and HOOY's.</p> <p>Late students to sign in through reception and attend late detention after school.</p> <p>Attendance Lead for SLT to monitor PP attendance, comparing these students to NPP and other key groups</p>	<p>It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p>Consider how to tailor school communications to encourage positive dialogue about learning. There is some evidence that personalised messages linked to learning can promote positive interactions.</p>	
<p>Implementation of the BehaVue system and behaviour curriculum led by SLT (£3000).</p> <p>Targeted behaviour interventions are provided for PP students as needed.</p> <p>Maintain SEND support (Ed Psych, Counsellor, agencies) (£14000).</p> <p>A termly rewards programme celebrates achievement, while the PP Lead and behaviour team plan interventions for PP students with negative behaviour points.</p>	<p>'Have an individualised approach to addressing barriers to learning and emotional support, at an early stage, rather than providing access to generic support and focusing on pupils nearing their end-of-key-stage assessments.'</p> <p>(p.10)</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf</p> <p>'Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.'</p> <p>(https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/behaviour-interventions/)</p>	<p>2, 3, 4</p>

<p>Opportunities for increasing numbers of students taking leadership roles to promote the school ethos, achieved via the SJF School Leadership Programme £2000</p>	<p>'Promote an ethos of attainment for all pupils, rather than stereotyping disadvantaged pupils as a group with less potential to succeed. (p.10)</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf</p>	<p>4, 6, 7, 8</p>
<p>Use EngageVue to monitor PP attendance in extracurricular activities, supported by student voice to identify and remove participation barriers (£10000).</p> <p>Provision of a range of exciting extracurricular opportunities for students e.g. ArtsMark, PEclubs, music lessons, work experience for Year 10 and 12, Duke of Edinburgh (£5000)</p> <p>PP pupils will be offered university visit opportunities to raise aspirations, alongside advertising local events, including those from Medway Council. Invite PP to attend career fairs organised within the school.</p>	<p>'Overall, the impact of arts participation on academic learning appears to be positive but low...Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.' https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/</p> <p>The overall impact of sports participation on academic achievement tends to be positive but low (about two additional months' progress) In this circumstance the 'participation' acted as an incentive to undertake additional instruction' (https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/sports-participation/)</p>	

<p>Trying to improve parental engagement of PP students. This may be through increased attendance at information evenings, parents evenings, parent education workshop, regular communication with parents, involve parents in career fairs,</p>	<p>EEF have identified that this can have 4+ months impact on progress if implemented effectively</p>	<p>1,7</p>
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Total budgeted cost: £ 333160

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2023/2024 academic year using Key Stage 4 performance data. The pupil premium cohort for 2023/24 was made up of 54 students in Year 11. In the academic year of 2023/24 the performance of disadvantaged pupils was lower than their non-disadvantaged peers. There is a difference of 0.54 between the progress of pupil premium v non pupil premium students. The gap between the two groups was reduced during this academic year.

The gap between the Progress 8 of our disadvantaged and non-disadvantaged pupils has reduced, compared to last year. The Progress 8 score of our non-disadvantaged pupils was -0.25, resulting in a gap of 0.54, compared to a gap of 0.69 in 2023.

P8 for PP in Maths was -0.44 as compared to NPP -0.28 and A8 for PP was 3. compared to NPP 4.1. P8 for PP in English was -0.87 as compared to NPP -0.51. A8 for PP was 3.0 as compared to NPP 4.0

Overall, the performance gap between PP and NPP has narrowed. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils and increased the amount of support available for pupil premium students in a range of academic and non-academic interventions. This can be evidenced by increased attendance to school, increased attendance to lessons and a reduction in negative behaviour points in several participating students.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
The Brilliant Club Scholars Programme	The Brilliant Club
Arts Mark, Arts Award etc etc	Trinity College London

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
We had 1 number of service pupil premium students. As this represented less than 0.1% of our total cohort and so are not statistically significant, we made the decision to manage spending for these students as part of our main pupil premium strategy.
The impact of that spending on service pupil premium eligible pupils
See above for general pupil premium impact review.