

Pupil Premium & Recovery Strategy Statement 2021-2024

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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

Metric	Data
School name	St John Fisher RC Primary, Merton
Pupils in school	432
Proportion of disadvantaged pupils	10% - 42 pupils
Pupil premium allocation this academic year	£74,900 Pupil Premium Grant £7,250 Recovery Grant
Academic year or years covered by statement	2023-2024
Publish date	December 2023
Review date	January 2024 – review progress termly
Statement authorised by	Janine Kenna
Pupil premium lead	Interim – Claire Ellerker
Governor lead	Kate Blom

Our context

In January 2023, over 2 million pupils were eligible for free school meals, 23.8% of all pupils.

This is an increase of nearly 122,000 pupils since January 2022, when 1.9 million (22.5%) pupils were eligible for free school meals.

At St John Fisher, the number of disadvantaged pupils is lower than the national average of 26.7%. At St John Fisher, it was 10 % in September 2023, which equates to 42 children in receipt of Pupil Premium.

In addition, of the 42 PP children, 57% are girls, 48% are EAL, 26% are also SEND and 7% of these SEND children have an EHCP.

Funding Overview

Please see a detailed breakdown (on the next page) of the grant funding and how it is spent.

St John Fisher RC Primary School, Merton

1 Teaching

Quality First Teaching continuing to be supported by CPD for staff around Rosenshine's principles (retrieval practice, modelling, scaffolding etc.)

Continuation of whole school focus on TfW and maths mastery through White Rose materials and NCETM materials.

Focus on reading, through TfW texts and rich reading resources.

NFER tests support assessment for learning. Use of NFER standardised tests (Y1-6) for gap analysis and curriculum adaptation.

Continued Professional Development for subject leaders across the curriculum.

GRANT FUNDING & ALLOCATION

Pupil Premium Grant

£74,900

Allocation:

Music lessons; Clubs; Trips / Residential; Learning resources; Swimming; Jigsaw4U Worker; SEN HLTA;

ELSA x2; Tuition groups
School Improvement around TfW and Maths Mastery, plus continued subject leader development.

Recovery Grant

£7,250

Allocation:

Writing groups
Maths groups

School Led Tutoring Grant

£3,037.50

Allocation:

Tuition 1:3
Small group work

2 Targeted academic support

Perceptual reading.
Precision teaching.
SALT sessions.

3 Wider strategies

Implementation of Jigsaw PHSE programme.
Use of Jigsaw 4U worker to support identified pupils.
SEN HLTA, 2 ELSA trained TAs.
CPD around attachment and developmental trauma.
Revised relationships and behaviour policy.
Staff consultation around grant funding & allocation of spending, to ensure whole school buy in.

Statement of Intent

At St John Fisher, we target the use of the Pupil Premium Grant funding to support our disadvantaged pupils and other groups. We provide excellent teaching, enabling them to learn to be the best that they can be, 'loving, learning and achieving'. Our school motto, **'Together we grow in God's love, learning to be the best we can be'** reflects our vision; to strive for every pupil to grow emotionally and spiritually, to set and reach aspirational goals, gaining a lifelong love of learning regardless of their starting points or individual experiences and motivation. Through the inspiration to **'Love, Learn, Achieve'** our pupils should leave our school inspired, valued and cared for, equipped with the necessary skills, values and attitudes for their next stage in education.

We are aware that pupils in receipt of this pupil premium funding may have additional barriers and challenges to face when it comes to their learning and life opportunities. At St John Fisher, we strive to ensure that all pupils are supported with overcoming any challenges or barriers and that they aspire to reach their potential.

Ultimate objectives

- Develop confidence in their ability to communicate effectively in a wide range of contexts across school and home life.
- Ensure ALL pupils are able to read fluently at 95% accuracy and with good understanding to enable them to access the breadth of the curriculum.
- Develop their long-term memory, enabling them to 'Know more and remember more', thus impacting on their knowledge and skills used within our enriching curriculum.
- Provide a broad range of opportunities to develop the essential knowledge and cultural capital that the pupils need to succeed.

How we aim to achieve this:

- Early identification of barriers and challenges that individuals face;
- Tracking and assessment, identifies pupils to target and support with specified interventions; this addresses identified gaps in learning through small group or 1:1 activities;
- 'Quality First Teaching' and 'Rosenshine's Principles In Action' are promoted and continually developed across the school, through high quality CPD for all staff;
- Social, emotional and mental health needs are addressed by trained staff;
- Nurture groups by trained staff, provide pupils with opportunity to access learning within the classroom and beyond;
- Pupil premium funding is targeted to enable pupils to have the opportunity to access enriching activities such as music and sport;
- Pupil premium funding is also targeted to ensure pupils have access to trips, residential and other experiences that they may not have access to.

Challenges

This details the key challenges to achievement that we have identified among our children in receipt of the pupil premium grant.

Challenge Number	Details of Challenge
Priority 1	<p>Gaps in writing</p> <p>Our assessments and observations indicate that the education and wellbeing of many of our children in receipt of the pupil premium grant have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing. As a result, St John Fisher aims to review TfW across the school, including reviewing access for all.</p>
Priority 2	<p>Gaps in maths</p> <p>Our assessments and observations indicate that the education and wellbeing of many of our children in receipt of the pupil premium grant have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations. As a result, St John Fisher aims to review the maths mastery principles & approach across all year groups, continue work with the Maths Hub, including reviewing access for all and adaptation.</p>
Priority 3	<p>Many pupils who have receipt of the pupil premium grant, do not have access to wider opportunities, such as music, sport, trips, residential and life experiences. We aim to ensure that cultural capital will not impact on the opportunities available and on offer to our pupils, enabling access for all. As a result, St John Fisher aims to enable all pupils to be ready and equipped to learn.</p>

Disadvantaged pupil progress scores for last academic year (2022-2023)

Measure correspondent	Score
Reading	Value Added +2.90
Writing	Value Added +1.19
Maths	Value Added -0.81

Strategy aims for disadvantaged pupils

Measure	Score			
Meeting expected standard at KS2	Attainment Expected Standard (Disadvantaged) July 2023			
	Reading	Writing	Maths	RWM
	71%	71%	57%	57%
	Target			
	Attainment Expected Standard (Disadvantaged) July 2024			
	Reading	Writing	Maths	RWM
86%	72%	72%	65%	

Measure	Score			
Achieving high standard at KS2	Attainment			
	Greater Depth Standard (Disadvantaged) July 2023			
	Reading	Writing	Maths	RWM
	57%	14%	14%	0%
	Attainment			
	Target Expected Standard (Disadvantaged) July 2024			
	Reading	Writing	Maths	RWM
	14%	14%	14%	5%

Measure	Activity
Priority 1	Review TfW across the school, including reviewing access for all.
Priority 2	Review maths mastery principles & approach across all year groups, continue work with the Maths Hub.
Priority 3	Enabling all pupils to be ready and equipped to learn.
Barriers to learning these priorities address	Strengthened teacher subject knowledge and pedagogical skill. Supporting access for all within quality first teaching.
Projected spending	£21,000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Maintain PP pupils progress above '0' (National).	July 2024
Progress in Writing	Maintain PP pupils progress above '0' (National).	July 2024
Progress in Mathematics	Increase PP pupils progress from -0.81 to +0. (Non SEN/PP)	July 2024
Phonics	PP pupils to achieve national benchmark in PSC.	July 2024
Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.		

Targeted academic support for current academic year

Measure	Activity
Priority 1 & 2	1:3 School Led Tutor – to provide small group work to support writing and maths for targeted pupils. Recovery support groups by tutor – targeted pupils.
Priority 3	Provide support with resources – CGP books & stationery
Barriers (to learning these priorities address)	Identified gaps in prior knowledge and skills preventing access to new learning.
Projected spending	<ol style="list-style-type: none"> £21,000 for TFW & Mastery support and release. £7,250 Recovery grant – tutoring. £10,000 tuition and targeted groups.

Wider strategies for current academic year

Measure	Activity
Priority 3	Use of Jigsaw4U home school links worker to target social and emotional support where pupils are identified as in need.
	Use of ELSA trained TAs to provide support for identified pupils. Experienced and well qualified TA appointed as support for the SEN department.
	Increase uptake of extra-curricular clubs and activities by disadvantaged pupils, including swimming, music lessons and attendance on school trips and residential.
Barriers (to learning these priorities address)	Emotional needs leading to increased vulnerability and/or limiting pupils' ability to fully access learning opportunities.
Projected spending	<ol style="list-style-type: none"> £11,000 J4U worker £20,000 SEN HLTA & £1,500 ELSA TA x two afternoons Clubs £3,600; Swimming £1,121; Music & clubs £2,224.50; Trips £1000; Residential £2,350

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Consistency of quality first teaching across all lessons for all pupils.	Whole school CPD on 'quality first teaching' and subject leader CPD, addressing access for all.
Targeted support	Pupil attendance may be reduced.	Build relationships between pupils and staff, plus a high profile of the importance of tutoring sessions and full attendance.

Area	Challenge	Mitigating action
Wider strategies	Barriers to openness with Jigsaw4U worker. Consistency of implementation. Parental and pupil engagement. Prioritisation of protected ELSA time.	ELSA and Jigsaw4U continue to be provided despite other timetable adaptations. They are given priority. Financial support with resources and trips.

Review: last year's aims and outcomes (2022-2023)

Aim	Outcome
READING Increase PP pupils progress from 0.0 to +1 (Non SEN/PP)	School: PP / Non SEN Progress: +4.23 National: PP / Non SEN Progress: -0.37
WRITING Increase PP pupils progress from -1.4 to national average 0 (Non SEN/PP)	School: PP / Non SEN Progress: +1.83 National: PP / Non SEN Progress: 0.19
MATHS Increase PP pupils progress from -0.5 to +0.5 (Non SEN/PP)	School: PP / Non SEN Progress: -0.21 National: PP / Non SEN Progress: -0.45
PHONICS PP pupils to achieve national benchmark in PSC	Year 1 Phonics School: PP: 86% National: PP: 67% Year 2 Phonics School: PP: 50% (2 pupils) National: PP: 53%