

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 | 805 |
| Proportion (%) of pupil premium eligible pupils | 25% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2019/2022 to 2024/2025 |
| Date this statement was published | |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | |
| Pupil premium lead | Mr C Young |
| Governor / Trustee lead | |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £190,045 |
| Recovery premium funding allocation this academic year | £28,304 |
| 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 | £218,349 |

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | 60% of PP students enter the school in the low prior attainment band, with a particular weakness in reading. |
| 2 | High attaining pupils who are eligible for PP are making less progress than other high attaining pupils across all KS. |
| 3 | PP students make significantly less progress in mathematics than non-PP students. |
| 4 | Quality first teaching and effective feedback strategies consistently used across all areas to maximise progress of all PP students |
| 5 | Attendance rates for pupils eligible for PP are below national figures. This reduces their school hours and causes them to fall behind on average. |

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 |
|---|--|
| All low prior attainment PP students to have access to literacy/vocabulary/reading intervention materials and to engage with this on a weekly basis. | Pupils eligible for PP in access literacy interventions more than other students. A whole school literacy focus will impact during tutor time and be co-ordinated by English KS3 post-holder. Other literacy initiatives such as exam keywords and PiXL Unlock are being used to fill gaps. |
| Improved rates of progress across all KS for high attaining pupils eligible for PP. | Pupils eligible for PP identified as high attaining from KS2 levels / raw scores make as much progress as 'other' pupils identified as high attaining. Where they are not, departments are putting in place interventions, monitored by Heads of Faculty (HOD) and senior team. |
| PP students to make the same progress in maths as non-PP students. | PP students make as much progress across all years groups as other students. Where they are not, teachers are putting in place interventions, monitored by head of faculty (HOD) and senior team. Learning walks will show a focus on targeted classroom interventions during high quality T&L. PP students to have access to extra intervention material in order to close the gap. |
| Departments engage in both internal and external CPD opportunities to develop T&L and effective feedback for PP students in class. Use of EFA programme on the effective use of formative assessment | PP students make as much progress across all years groups as other students. Where they are not, departments are putting in place interventions, monitored by heads of departments (HOD) and senior team. Learning walks will show a focus on targeted classroom interventions during high quality T&L. |
| Increased attendance rates for pupils eligible for PP. | To increase attendance among pupils eligible for PP. Overall attendance among pupils eligible for PP improves in line with 'other' pupils. |

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: £ [38,349]

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Staff training on high quality feedback –</p> <p>Embedding Formative Assessment to be delivered as part of a two year CPD programme</p> <p>Structured EFA CPD program to share good practise</p> <p>Peer observation</p> <p>Evaluation of CPD through monitoring of T&L</p> <p>Ongoing focus across all Quality Monitoring phases and targeted support (internal and external CPD) where weaknesses identified</p> | <p>Many different evidence sources (EEF) suggest high quality feedback is an effective way to improve attainment, (+6 months) and it is suitable as an approach that we can embed across the school.</p> <p>1. Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</p> <p>2. Feedback can be effective during, immediately after and some time after learning. Feedback policies should not over specify the frequency of feedback</p> <p>3. Feedback can come from a variety of sources – studies have shown positive effects of feedback from teachers and peers. Feedback delivered by digital technology also has positive effects (albeit slightly lower than the overall average).</p> <p>4. Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall (+7 months). Written marking may play one part of an effective feedback strategy – but it is crucial to monitor impacts on staff workload.</p> <p>5. It is important to give feedback when things are correct – not just when they are incorrect. High-quality feedback may focus on a task, subject, and self-regulation strategies.</p> | <p>4.</p> |
| <p>Use of INSET days to deliver training</p> <p>Use of CPD programme to develop ideas and share good practise</p> <p>Peer observations via open classrooms.</p> | <p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment (EEF). Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>It is important that schools consider how children learn, how they develop knowledge and skills, and how they can be supported to lay firm foundations for later learning. Teaching approaches that ensure long-term retention of knowledge,</p> | <p>2. & 4.</p> |

| | | |
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| <p>Mid-Year evaluation of CPD through quality monitoring of T&L Embed and use Pixl resources</p> | <p>fluency in key skills, and confident use of metacognitive strategies are crucial.</p> <p>The explicit teaching of cognitive and metacognitive strategies is integral to high-quality teaching and learning, and these strategies are best taught within a subject and phase specific context. Approaches such as explicit instruction, scaffolding and flexible grouping are all key components of high-quality teaching and learning for pupils.</p> | |
| <p>School literacy action plan to include and encompass comprehension strategies.</p> | <p>Evidence provided from EEF studies.</p> <ol style="list-style-type: none"> 1. Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. 2. It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension. 3. Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific. | <p>1.</p> |

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

Budgeted cost: £ [100,000]

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Targeted students to take part in tutoring through the National tutoring programme and School led tutoring.</p> | <p>Evidence suggests that (Dfe), compared to their peers who do not receive tuition, pupils who receive small group tuition may make, on average, 4 months additional progress and pupils who receive one-to-one tuition may make, on average, 5 months additional progress. This is likely linked to pupils receiving more feedback, being more engaged and completing work tailored to their specific needs.</p> <p>Tutoring can also help pupils to build resilience. Research shows that individual tuition builds pupils' confidence and provides opportunities for staff to identify areas requiring specialist support. Many pupils find that tutoring offers a safe space to talk about concepts they have struggled with in the classroom.</p> <p>Clear, positive and encouraging communication between tutors, staff and pupils is important. An evaluation which found that pupils who received tuition made +3 months additional progress. It also found that tuition was particularly effective when there was good communication between the tutor and school staff and between the tutor and pupil.</p> | <p>2. & 3.</p> |
| <p>Structured Period 5 Targeted small group revision sessions to address gaps</p> | <p>By use of personalised checklists and question level analysis. We are able to provide data informed teaching/intervention.</p> <p>Topic areas and specific questions are identified which drive the process of closing gaps in knowledge</p> <p>Findings from EEF</p> <ol style="list-style-type: none"> 1. Small group tuition has an average impact of four months' additional progress over the course of a year. 2. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. 3. One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile. | <p>2. & 3.</p> |
| <p>Targeted study skills and revision support</p> | <p>We have found that providing our disadvantaged students with physical resources to aid revision in the past has had a positive impact on outcomes. This is something we will continue to do and build on lower down the school.</p> | <p>2. & 3.</p> |

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| | We also run many extra sessions prior to external exams to provide extra support such as breakfast clubs, after school sessions, holiday and weekend sessions | |
| All PP students meet with tutor for one to one session after each assessment point | <p>Findings from EEF</p> <p>1. The impact of mentoring varies but, on average, it is likely to have a small positive impact on attainment.</p> <p>2. Positive effects on attainment tend not to be sustained once the mentoring stops, so care must be taken to ensure that benefits are not lost. It is important to consider how you can support pupils who have benefitted from mentoring to retain positive changes in their confidence and behaviour.</p> <p>We continue to invest in Academic Tutoring as it has proved effective in the past at supporting students, particularly disadvantaged students, by giving the time and space to discuss barriers to learning. Targets are agreed and set to support students. This is ongoing and continuous so concerns from point 2 are not an issue as mentoring is sustained.</p> | 2. & 3. |
| Provision of Careers officer and training of member of staff Raise aspirations | As a school one of our main barriers is lack of aspiration. We have invested in careers advice as students are less likely to be able to help themselves/seek help from home. This is a strategy that we have used in the past and has had a positive impact | 2. & 3. |
| Additional Associate Assistant Head roles to lead on targeted projects (Oracy and HPA attainment) | | |
| Brilliant Club | Use of the brilliant club to raise aspirations of our young people to achieve their potential and break through barriers. Whilst the findings from the EEF are not clear on the amount of months progress relating to aspiration interventions, we feel it is a valuable programme to be involved in to ensure our students set their goals high and are supported in knowing that it is possible to aim and achieve high. | |

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

Budgeted cost: £ [80000]

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Individual support via Student Support Officers for students to work intensively with PP students in their house.</p> <p>Includes provision of resources that might otherwise stop a student from being in school and/or functioning effectively</p> | <p>Evidence for this is closely linked to that made with the benefits of mentoring from above.</p> | 2. & 5. |
| <p>External Attendance welfare support</p> | <p>Ongoing support from this service has had a positive impact in the past in dealing with persistence absence</p> | 2. & 5. |
| <p>Support of the Youth Dreams Project organisation to support our more vulnerable students</p> | <p>This in expansion of a project which had a very positive impact on our more challenging students both in terms of behaviour and attendance. The YDP also contributes to KS5 and gives a possible pathway from KS4 into KS5.</p> | 2. & 5. |
| <p>Enrichment opportunities such as visits to theatres/museums, subsidising curriculum trips (such as Geography field trip to complete coursework element) and extra-curricular activities.</p> | <p>The DfE has embraced the term 'Cultural Capital' which relates to the acquisition of knowledge and is the key to social mobility.</p> <p>Enrichment activities remain an important part of our work as a school as the impact has been proven over a number of years. Students are given the opportunity to participate and experience things they might not have without this support</p> | 2. & 5. |
| <p>Duke of Edinburgh Award</p> | <p>We are making it possible for ALL of Y9 to take part in the Duke of Edinburgh Award scheme, without the financial constraints that this programme brings.</p> <p>There is a clear Internal programme of sessions to ensure the skills and physical elements are provided. Also the Expedition will be funded.</p> <p>The D of E programme is essential to help young people build a life-long belief in themselves, supporting them to take on their own challenges, follow their passions, and discover talents they never knew they had. Because when you prove to yourself that you're ready for anything, nothing can hold you back.</p> | |

Total budgeted cost: £ [218,349]