

Pupil premium strategy statement – St John Fisher Catholic High School

This statement details our school’s use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	St John Fisher Catholic High School
Proportion (%) of pupil premium eligible pupils	28%
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)	2025/6 – 2028/9
Date this statement was published	December 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Mrs N Wilmore
Pupil premium lead	Miss R Bennett
Governor / Trustee lead	Mrs H Birch

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£234,830
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£
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>	£234,830

Part A: Pupil premium strategy plan

Statement of intent

Our vision at St John Fisher is to ensure that all in our community can flourish and 'live life to the full'. Having Gospel values such as Love, Compassion and Justice as our core, we believe that every person is made in the image of God and should be able to live out their full potential irrespective of their background or current personal position. We believe that for children to grow, we need to develop their resilience, aspirations for themselves and promote good outcomes academically. To achieve this, we need to identify and remove any barriers which would prevent a person from being successful.

All students deserve to learn and to make progress from their starting points. We recognise the challenge that some of our students face particularly those who are disadvantaged and/or vulnerable.

The EEF Pupil Premium guidance states that the most effective strategy for improving outcomes for disadvantaged pupils is access to a high-quality curriculum through high-quality teaching and learning. High-quality teaching will always be a focus for SJF as we know that this is fundamental to closing the disadvantage gap. High-quality and inclusive teaching will have a positive impact on all learners.

We also appreciate the growth of the child into well-rounded, morally informed people who strive for social justice regardless of faith or no faith. We believe that providing opportunities beyond the classroom to enrich their experiences is vital in providing equity with their non-disadvantaged peers.

This includes (but is not limited to):

- High expectations of all students
- Bespoke CPDLF for all teachers using the TLC structure focussing on key teaching strategies
- Embedded use of Formative Assessment, Literacy and Oracy
- Adaptive teaching to meet the needs of all learners including homework
- Feedback policy which provides students with personalised feedback and actions
- X3 1:1 meetings with Form Tutor to discuss academic progress and growth of the whole person
- A rewards system which encourages effort and resilience
- A planned and sequential CEIAG programme
- A varied and wide enrichment and extra-curricular programme
- Opportunities for leadership
- An excellent pastoral and safeguarding team who build relationships with children and parents/carers so that any intervention is timely and more impactful.

Challenges

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

Challenge number	Detail of challenge
1	Improving Literacy skills to enable full access to the curriculum. Currently, 36% of our Year 7 disadvantaged students have reading ages of or 1 more year below their chronological age. Two thirds of these students have reading ages 2 or more years below their chronological age.
2	Improving parental engagement within families of disadvantaged students. We have identified parental/familial attitudes, knowledge and experience as possible barriers to disadvantaged students fully engaging with opportunities in school.
3	Raising the aspirations, resilience and self-belief of our disadvantaged students.
4	Closing the attainment gap between disadvantaged students and their non-disadvantaged peers.
5	Ensuring our disadvantaged cohort have the same opportunities to access and participate in enrichment and extra-curricular activities as their non- disadvantaged peers.

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
Improve literacy levels of disadvantaged Year 7 students.	Reading ages improve to be in line with chronological ages.
Increase of parental/familial engagement in school communications and events.	Increase of attendance at parents' evenings and other school events, including those that target our disadvantaged families.
Providing our disadvantaged cohort with the skills and knowledge to progress towards their future aspirations.	0% NEET All disadvantaged students participate in an aspirational placement in Y10 work experience. Increased proportion of our student leaders, including Learning Leaders, Sports Leaders, Prefects and Reading Buddies being from a disadvantaged background.

Disadvantaged students have academic outcomes in line with their non-disadvantaged peers.	Attainment gap between disadvantaged and non-disadvantaged closed.
Increased participation in extra-curricular activities by disadvantaged students.	All disadvantaged students to regularly take part in an extra-curricular club or activity. Disadvantaged students are well represented on educational visits and opportunities to increase Cultural Capital.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of INSET days to deliver training</p> <p>Use of CPD programme to develop ideas and share good practise including CPD on best supporting our disadvantaged students, including supporting staff through NPQ programmes.</p> <p>Mid-Year evaluation of CPD through quality monitoring of T&L</p> <p>Use of Teaching and Learning Communities to embed and evaluate implementation of specific strategies to support disadvantaged students.</p>	<p>Evidence suggests that CPD benefits disadvantaged students in schools when it is intensive, well-designed, and targeted at improving teaching quality.</p> <p>According to the ECF, high quality teaching is pivotal in narrowing the disadvantage gap.</p> <p>NPQs strengthen leadership capacity, ensuring whole-school approaches to narrowing attainment gaps.</p>	4
<p>Additional Associate Assistant Head roles to lead on targeted projects including Homework Watch and Progress reports (PP attainment)</p>	<p>Focus on whole school approaches to narrow attainment gap.</p>	1-5

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
Termly mentor meeting with form tutor	<p>According to the EEF 'The impact of mentoring varies but, on average, it is likely to have a small positive impact on attainment (+2 months' additional progress).</p> <p>Some evidence suggests that one to one can be more beneficial for disadvantaged students who may show low engagement or those who have low expectations of schooling. Mentor meetings with a known, trusted adult (their form tutor) can help provide a source of support.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	2-5
Intensive small group literacy programme for Year 7 students who have a below expected reading age, including those from a disadvantaged background.	<p>According to the EEF 'The average impact of reading comprehension strategies is an additional seven months' progress over the course of a year'</p>	1

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

Budgeted cost: £ 104,830

Activity	Evidence that supports this approach	Challenge number(s) addressed
Rewards Strategy to support progress and break barriers to learning.	<p>The Department for Education briefing 2015, supporting the attainment of Disadvantaged pupils found that positive reinforcement and recognition strategies (such as praise, certificates, or tangible rewards) can help disadvantaged pupils feel valued and motivated.</p> <p>Schools using rewards effectively reported better engagement and attendance, which are precursors to improved attainment.</p> <p>The National Audit Office (2024) & Public Accounts Committee (2025) Highlighted that disadvantaged pupils remain behind peers academically (only 25% achieved grade 5+ in English & Maths GCSEs vs 52% of non-disadvantaged).</p> <p>While rewards strategies alone don't close the gap, they are often part of whole-school approaches that improve attendance and behaviour, which indirectly support learning.</p>	2-5

<p>Provision of Careers officer and L5 careers advisor. Comprehensive CEIAG programme for all year groups.</p> <p>All students have opportunities throughout school journey for contact and discussions with a variety of local and national employers.</p>	<p>Department for Education (2025 – Navigating Post-16 Careers Guidance) found that high-quality careers guidance is crucial for disadvantaged pupils, who often lack access to family networks and social capital.</p> <p>It improves confidence in decision-making, helps pupils make better subject choices, and leads to stronger employment outcomes in early adulthood.</p> <p>Ofsted Report (2025 – Careers Guidance for Lower Socioeconomic Backgrounds) found that careers advice acts as a “lifeline to opportunity” for disadvantaged pupils.</p> <p>Schools providing strong careers programmes saw pupils making more informed choices about post-16 pathways, reducing drop-out rates.</p>	2-3
<p>Insight Explore Students follow Insight Explore from Year 8 through to Year 11 and aim to develop key academic skills, such as metacognition and self-efficacy, to support them in their academic work. In addition, the programme provides students with the opportunity to explore different possibilities open to them in the future and consider the pathway they need to take to reach their goals.</p> <p>Parent Power – ran by Cambridge University. Regular outreach to parents of identified students to help raise aspirations.</p>	<p>Use of Insight Explore to raise aspirations of our young people to achieve their potential and break through barriers.</p> <p>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.</p>	2-5
<p>Revision skills and materials for KS4 pupils.</p>	<p>The EEF suggests metacognition can improve progress by up to 7 months. The aim of this school approach is to up skill students to use revision aids effectively to evaluate and reflect on their own learning.</p>	4
<p>Network for East Anglian Collaborative Outreach (NEACO) NEACO works with students at secondary schools and sixth forms/colleges, who live in areas identified by the Government with low rates of progression to higher education and students who are from groups that are underrepresented in higher education, including adult learners.</p>	<p>NEACO work with small groups of our pupil premium students across key stages delivering workshops on aspiration, attainment and metacognition.</p> <p>The EEF suggests that small group intervention can increase progress by up to 4 months.</p>	2,3,5
<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> <p>DfE findings Feb 2015 – the link between Absence and Attainment: 'At KS4,, pupils with no absence are 2.8 times more likely to achieve 5+ GCSEs A*-c or equivalent than pupils missing 15-20% of KS4 lessons.'</p>	2,4

Support of the Youth Dreams Project organisation to support our more vulnerable students navigate the school curriculum and their own wellbeing.	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.	2,3,4
Enrichment opportunities such as visits to theatres/museums, subsidising curriculum trips (such as Geography field trip to complete coursework element) and extra-curricular activities, including focus days and activity day.	The DfE has embraced the term 'Cultural Capital' which relates to the acquisition of knowledge and is the key to social mobility. 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	2,3,5
Duke of Edinburgh Award	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. There is a clear Internal programme of sessions to ensure the skills and physical elements are provided. Also the Expedition will be funded. According to the EEF 'Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions may support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.'	2,3,5
Heroes/Wellbeing	'The Heroes Journey, is an innovative and transformative peer mentoring programme meticulously designed by humanutopia to empower young people and foster a trauma-informed school environment where every child is seen, heard, and supported.' We also have a student wellbeing group in school where students can discuss issues that worry them in a supportive environment. The EEF suggests social and emotional learning can improve progress by up to 4 months.	2,3,5
Specific financial support with uniform, music lessons etc	This type of support is aimed to improve student attendance and parental engagement.	2,3,5
Attendance incentives for Y11 students	Attendance incentives for students aimed at encouraging attendance everyday and not missing school for minor reasons. DfE findings Feb 2015 – the link between Absence and Attainment: 'At KS4,, pupils with no absence are 2.8 times more likely to achieve 5+ GCSEs A*-c or equivalent than pupils missing 15-20% of KS4 lessons.'	3,4
Breakfast club Toasted bagels provided every morning, 8.10 – 8.30am	The EEF 'Magic Breakfast' research showed that pupil behaviour and attainment improved for schools that ran a breakfast club.	2,4
Transforming Lives	This is a targeted programme aimed at secondary school age young people at risk of involvement in antisocial behaviour, child criminal and sexual exploitation, violence and gangs. It provides a safe	2,3,4

	space where young people can get information, engage in interactive sessions that help them to gain knowledge and learn new tools and strategies to help build their resilience, manage risks and make better choices.	
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Total budgeted cost: £ 234,830