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Head Teacher
Mrs N. Hadfield MA. BA (Hons)

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Pupil Premium Strategy Statement 2026-2027

Pupil Premium is additional funding provided to schools for supporting certain pupils to ensure they benefit from the same opportunities as other children. There are three categories that qualify for Pupil Premium:

- Children who are eligible for free school meals (FSM)
- Looked after children
- Armed forces children.

Principles and Aims

- At St John Fisher RC Primary School, it is our responsibility to ensure that all children in our school achieve their potential and in order to do so we seek to meet the individual needs of every child. Pupil Premium will be used and managed by us to enable us to tailor support for identified children in a range of ways appropriate to their needs.

- 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.

- 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.

- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age related expectations.

- Pupil premium resources may also be used to target able children on free school meals to achieve higher levels.

Summary Information	
Academic Year	2026-2027
Total number of pupils	214
Number of pupils eligible for Pupil Premium	44 (20.5%)
Amount of PPG received per pupil	£1550
Total amount of PPG received	£68,200 – (Actual anticipated spend £110,159)
Date for next internal review of this strategy	July 2027
Statement authorised by	Nicole Hadfield (Headteacher)
Pupil Premium Leader	Deborah Hunt (Deputy Headteacher)
Governor Link Governor	Gwyneth Walker

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2025-2026 - Y6 Attainment Outcomes		
	Pupils eligible for Pupil Premium	**Pupils not eligible for Pupil Premium**
% achieving ARE in Reading, Writing and Maths	50%	67%
% achieving ARE in Reading	60%	81%
% achieving ARE in Writing	60%	76%
% achieving ARE in Maths	50%	71%

Strategy Aims for Disadvantaged Pupils

Barriers to future Attainment	
In-school Barriers	
A	Communication and language skills are lower for some pupils eligible for PP than other pupils. This has an impact on all areas of learning but particularly Reading and Writing.
B	Attainment across the curriculum on entry to EYFS is low for some pupils eligible for PP.
C	Children who are eligible for PP need additional support to meet targets and national expectations in Reading, Writing and Maths.
External Barriers	
D	Persistent absentee rates for some PP eligible children.
E	Pastoral needs of vulnerable families.
F	Parental support for some pupils eligible for PP.

Desired Outcomes		
	Desired outcomes	**Success criteria**
A	Improved communication and language skills for pupils eligible for PP. Improved literacy skills for pupils eligible for PP.	In cohorts where pupils eligible for PP are attaining at a lower level in S & L, Reading, Writing and/or Phonics than other children they make faster progress. At the end of key stage assessments pupils eligible for PP are attaining at a similar standard to the national figure in Reading, Writing and Phonics.
B	Rapid progress for pupils eligible for PP through EYFS.	Pupils eligible for PP in EYFS make faster progress than other pupils. By the end of Reception pupils eligible for PP have similar attainment to other pupils and the national figure for GLD.
C	Improved attainment in Reading, Writing and Mathematics for pupils who are eligible for PP in both KS1 and KS2.	Pupils eligible for PP in both KS1 and KS2 make faster progress than other pupils where their attainment is lower in Reading, Writing and Mathematics. By the end of KS2 pupils who are eligible for PP have similar attainment figures to their peers and the national average.
D	Improved attendance and punctuality for pupils eligible for PP, particularly for persistent absentees.	Reduce the percentage of persistent absentees for pupils eligible for PP. Improved punctuality.

E	Improved engagement in learning for pupils with external pastoral concerns.	Improved engagement in learning for pupils with external pastoral concerns.
F	Improved engagement in learning for pupils with external pastoral concerns.	Improved engagement from parents in children's learning.

Planned Expenditure for 2026-2027

Teaching Priorities for Current Academic Year: Quality of teaching for all					
Desired Outcome	**Action**	**Evidence and Rationale**	**How we will ensure that it is implemented well**	**Staff Lead**	**Date of Review**
A. Improved literacy skills for pupils eligible for PP.	• Timetable adjusted to enable discrete phonics/reading sessions are delivered and skills embedded in all lessons and units of learning. • Training provided in RWI Inc. for all staff with weekly meetings. *Employment of SALT via SLA for one day per week to assess pupils, lead appropriate interventions for pupils, provide CPD for teachers and teaching assistants. *Use of Welcomm, Tales Toolkit, Looking and Listening and Blast in EYFS. *Use of specific SALT interventions in EYFS, KS1 and for	• We know that many children have weak oral language skills caused by a lack of interaction with others in the first years of life and also many have limited experiences outside of home and school, both factors leading to limited vocabularies and simple grammatical structures. • A structured phonics programme has impact on all literacy skills. *Structured SALT interventions has an impact on speech and language skills.	• Use of RWI Inc. development days. • RWI Leader to quality assure the delivery of the programme i.e.: monitoring of lessons, children's learning, regular assessment, coaching. • Monitoring of data submitted by teachers every term – Pupil Progress Meetings. • Provision Mapping. *Regular meetings with SALT – analysis of assessments and impact from interventions.	RWI and English Leaders Disadvantaged Leaders SENCO SLT	Termly December 2026 January 2027 April 2027 July 2027

	targeted pupils in KS2. • Employment of TAs to provide support at Wave 1 and 2.				
B. Rapid progress for pupils eligible for PP through EYFS.	• Identifying vulnerable children early and providing early intervention.	• Education Endowment Fund EYFS Toolkit shows that communication and language approaches have an impact of +6 months. • Education Endowment Fund EYFS Toolkit shows that improved parental involvement has an impact of +5 months. • Using school data analysis it is clear that speaking, fine motor control and literacy are areas of particular need on entry and are tackled early so that children can have a solid foundation before entering KS1.	• RWI assessments, monitoring of lessons, children's learning, Pupil Progress Meetings. • Monitoring of data submitted by teachers every term. • Key stage meetings. *Regular meetings with SALT – analysis of assessments and impact from interventions.	EYFS leader Disadvantaged Leaders SENCO SLT	Termly December 2026 January 2027 April 2027 July 2027
C. Improved attainment in Reading, Writing and Mathematics for pupils who are eligible for PP in both KS1 and KS2.	• Spending on INSET and development days for Reading, Writing and Mathematics. • Timetable adjusted to enable discrete phonics/reading sessions are delivered	• School leaders have identified that further opportunities to apply reading skills are required. • Teachers have explained within Pupil Progress Meetings that our children find applying skills into	• Reading, Writing and Mathematics improvement. • Evaluation of INSET. • Monitoring of lessons, children's learning, Pupil Progress Meetings. • Monitoring of data submitted by	English Subject Leader Mathematics Subject Leader	Termly December 2026 January 2027 April 2027 July 2027

	and skills embedded in all lessons and units of learning. Further opportunities to apply literacy skills required. • Timetable adjusted to enable daily Maths sessions to take place and skills embedded in all lessons and units of learning. • To embed our approach to Maths at SJF using the Concrete, Pictorial and Abstract method. * To ensure all children are supported in Maths fluency through twice weekly MAPS (Arithmetic) sessions. *To ensure all children are supported in fluency of calculation using the school's visual calculation policy.	their writing difficult. • Develop a stamina for writing. • We know that children come into the school with limited experiences and exposure to reading. Reading whole class texts, guided reading and independent reading will support and develop vocabularies which will support their speaking, reading and writing attainment. • As time is of a premium we want the children to be applying the core skills within English and Mathematics across the whole curriculum.	teachers each term. • Provision Mapping.		
				Total budgeted cost	From Teaching Salaries budget

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Targeted Academic Support for Current Academic Year					
Desired Outcome	**Action**	**Evidence and Rationale**	**How we will ensure that it is implemented well**	**Staff Lead**	**Date of Review**
A. Improved literacy skills for pupils eligible for PP. **C**. Improved attainment in Reading, Writing and Mathematics for pupils who are eligible for PP in both KS1 and KS2.	• Employment of 2 teaching assistants, to enable smaller groups in phonics in KS1, and wave 2 intervention groups at both KS1 and KS2, to rapidly improve phonics and reading attainment. To continue to deliver maths intervention work. *Employment of SALT via SLA for one day per week to assess pupils, lead appropriate interventions for pupils, provide CPD for teachers and teaching assistants. *Use of specific SALT interventions in EYFS, KS1 and for targeted pupils in KS2.	• Rapidly rising phonics screening test results. • Sessions include input on fluency of reading a known book, decoding skills, comprehension and application through writing. • Extra 1-1 tuition. EEF Toolkit shows that 1:1 tuition improves learning by +5 months *Structured SALT interventions has an impact on speech and language skills.	*Monitoring of lessons, pupils learning, Pupil Progress Meetings. • Monitoring of data submitted by teachers every term. • Provision Mapping.	RWI Leader English Subject Leader Mathematics Subject Leader Disadvantaged Leaders SENCO SLT	Termly December 2026 January 2027 April 2027 July 2027
B. Rapid progress for children eligible for PP through EYFS.	•TA in EYFS to assist in delivering targeted interventions to raise	• TA in EYFS Reception is provided so that the teacher can provide both small groups of	• Monitoring of lessons, pupils learning, Pupil Progress Meetings.	EYFS Leader RWI Leader English	Termly December 2026 January 2027 April 2027 July 2027

	attainment.	children with feedback and modified instruction while teaching assistant can support children in child-initiated learning. • Children are selected for interventions using the school's assessment tools and this ensures that children who are entitled to PP and need to make accelerated progress are chosen.	• Monitoring of data submitted by teachers every term. • Provision Mapping.	Subject Leader Mathematics Subject Leader Disadvantaged Leaders SENCO SLT	
				Total budgeted cost	£83,885.00

Wider Strategies for Current Academic Year					
Desired Outcome	**Action**	**Evidence and Rationale**	**How we will ensure that it is implemented well**	**Staff Lead**	**Date of Review**
D, E & F Improved attendance and punctuality for pupils eligible for PP, particularly for persistent absentees. Improved engagement in learning for pupils with external pastoral concerns. Improved engagement in	• Regular letters to all parents informing them of their child's attendance rates. • First day call from the school to discover the cause of absence. • Meetings with parents whose children are below absence targets (EWO supported target days)	• We know through our monitoring systems, links with other agencies and liaison with parents that some children in our school do not come into school ready to learn. This may be because they have not had a good night's sleep, no breakfast or in	• Monitoring of attendance rates. • Monitoring of lessons, children's learning and Pupil Progress Meetings. • Monitoring of data submitted by teachers every half term. • Provision Mapping Meetings.	Headteacher SLT Caritas Social Worker Educational Welfare Officer	Termly December 2026 January 2027 April 2027 July 2027

learning for pupils with external pastoral concerns.	• Prizes for good attendance. • Attendance updated on the school newsletter. • Fines issued for certain unauthorised absences e.g. persistent lateness and holidays during term time. • Access to Breakfast Club. • Caritas social worker to provide support for pupils and their families. *Educational Welfare Officer support for pupils and their families.	many cases come from a home where there is stress and discord. • We know that children with persistent absence are less likely to reach national standards and leave primary education with a broad understanding and range of skills. • The EEF has highlighted that children From disadvantaged backgrounds benefit from not only eating breakfast but also from the chance to socialise with others, learn and ensure they are in school on time.			
				Total budgeted cost	Caritas £26,274