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

Website
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Pupil Premium Strategy Statement 2024-2025

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	2024-2025
Total number of pupils	214
Number of pupils eligible for Pupil Premium	50 (23.3%)
Amount of PPG received per pupil	£1445
Total amount of PPG received	£70,000 (Actual anticipated spend £112,249)
Date for next internal review of this strategy	July 2025
Statement authorised by	Nicole Hadfield (Headteacher)
Pupil Premium Leader	Deborah Hunt (Deputy Headteacher)
Governor Link Governor	David Burrows

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2024-2025 - Y6 Attainment Outcomes		
	Pupils eligible for Pupil Premium	Pupils not eligible for Pupil Premium
% achieving ARE in Reading, Writing and Maths	62.5%	57%
% achieving ARE in Reading	87.5%	81%
% achieving ARE in Writing	62.5%	62%
% achieving ARE in Maths	87.5%	57%

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		
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.

Outcomes	
A	Improved communication and language skills for pupils eligible for PP. Improved literacy skills for pupils eligible for PP. Data from Summer 2 2025 data set (using internal tracking data). Phonics (Year 1) 87% (27/31) of pupils met the expected standard in the Year 1 phonics screening test. - The average score for phonics was 36.5 - Four pupils who did not pass the phonic screen in Year 1 - One pupil has SEND are is supported via an education plan (passport) - One pupil is EAL. - Children who have not met the expected standard in the phonic screen in Year 1 access additional daily 1:1 support/intervention for phonics – focusing on segmenting and blending skills. Phonics (Year 2) 0% (0/4) of pupils met the expected standard in the Year 2 phonics screening test. - Three pupils who did not pass the phonic screen in Year 2 are SEND children.

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- One of the children has an EHCP.
- Two children are supported via an education plan (passport).
- One pupil who did not pass the phonic screen in Year 2 is a LAC child.
- Children who have not met the expected standard in the phonic screen in Year 2 access additional daily 1:1 support/intervention for phonics – focusing on segmenting and blending skills.

Data from Summer 2 2025 data set (using internal tracking data).

Pupils achieved ARE in Reading and Writing as follows:

Reception

Reading PP Pupils- 20%

Reading Non PP- 84%

Writing PP Pupils- 20%

Writing Non PP Pupil 72%

Year 1

Reading PP Pupils- 66.7%

Reading Non PP- 75%

Writing PP Pupils- 66.7%

Writing Non PP Pupil – 71.5%

Year 2

Reading PP Pupils- 70%

Reading Non PP- 94.7%

Writing PP Pupils- 50%

Writing Non PP Pupil – 84.2%

Year 3

Reading PP Pupils- 50%

Reading Non PP- 90.4%

Writing PP Pupils- 25%

Writing Non PP Pupil – 90.5%

Year 4

Reading PP Pupils- 60%

Reading Non PP- 77.3%

Writing PP Pupils- 50%

Writing Non PP Pupil – 63.6%

Year 5

Reading PP Pupils- 50%

Reading Non PP- 63.6%

Writing PP Pupils- 77.8%

Writing Non PP Pupil – 68.2%

Year 6

Reading PP Pupils- 85.7%

Reading Non PP- 81%

Writing PP Pupils- 62.5%

Writing Non PP Pupil – 62%

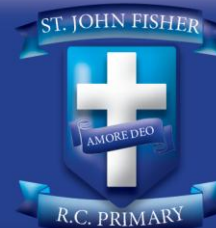
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	The data above is from Summer 2 2025 data set (using internal tracking data, EYFS, KS1 Teacher Assessment and KS2 SATS Assessment Outcomes). Across the school there is a difference between the attainment of Non-PP pupils and PP pupils. Closing the gap will remain a focus next academic year.
B	Rapid progress for pupils eligible for PP through EYFS. Data from Summer 2 2025 data set (using internal tracking data). 63.3% (19/30) of the class have a good level of development (GLD) GLD GLD PP Pupils- 20% GLD Non PP- 72% Reading ELG Reading PP Pupils- 20% Reading Non PP- 84% Writing ELG Writing PP Pupils- 20% Writing Non PP Pupil –72% Number ELG Number PP Pupils- 20% Number Non PP Pupil – 84% Attainment in Reading, Writing and Mathematics for pupils who are eligible for PP is below their peers. The progress of PP pupils making 6 steps or above in Reading is 100%, Writing is 100% and Maths is 100%. The progress of Non PP pupils making 6 steps or above in Reading is 100%, Writing is 100% and Maths is 92%. Progress in Reading, Writing and Mathematics for pupils who are eligible for PP is in line or above their peers.
C	Improved attainment in Reading, Writing and Mathematics for pupils who are eligible for PP in both KS1 and KS2. KS1 Attainment: Reading: 69.2%, Writing: 53.8% and Maths: 61.5% KS2 Attainment: Reading: 71.4%, Writing: 37% and Maths: 60% Attainment in Reading, Writing and Mathematics for pupils who are eligible for PP in both KS1 and KS2 is below their peers. The progress of the children making 6 steps or above is: KS1 Progress: Reading: 76.9%, Writing: 69.2% and Maths: 76.9% KS2 Progress: Reading: 82.8%, Writing: 80% and Maths: 82.8%

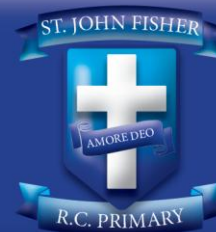
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	Progress in Reading, Writing and Mathematics for pupils who are eligible for PP in both KS1 and KS2 is below their peers. Across the school there is a difference between the attainment and progress of Non-PP pupils and PP pupils. Closing the gap will remain a focus next academic year.
D	Improved attendance and punctuality for pupils eligible for PP, particularly for persistent absentees. Attendance and punctuality for children eligible for PP, particularly persistent absentees requires further improvement and will remain a focus next academic year.
E	Improved engagement in learning for pupils with external pastoral concerns. There has been CARITAS support for 7 children (13.2%).
F	Improved engagement in learning for pupils with external pastoral concerns. There has been CARITAS and parental support for 10 families (18.8%).