

Pupil Premium Strategy Statement

This statement details our school's use of Pupil Premium (and Recovery Premium for the 2025 to 2026 (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	Information
School name	St. John Fisher
Number of pupils in school	455 (including Nursery)
Proportion (%) of pupil premium eligible pupils	144 pupils - 32%
Academic year the current pupil premium strategy plan covers (strategic plan coverage)	September 2025 – July 2026
Date this statement was published	November 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Dee Williams
Pupil Premium lead	Sarah Mills
Governor / Trustee lead	Sharon Boyle

Funding overview

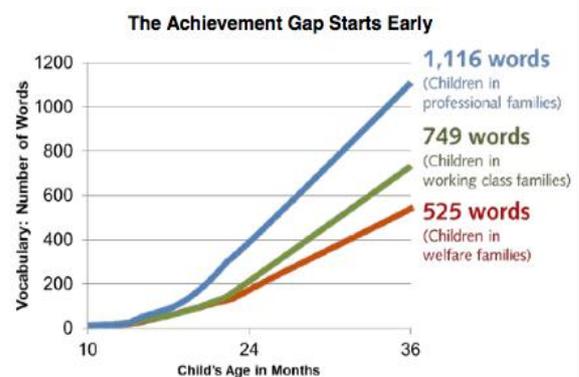
Detail	Amount
Pupil Premium funding allocation this academic year	£146 008
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£146 008

Part A: Pupil Premium Strategy Plan

Statement of Intent

The aim of the Romero MAC and St. John Fisher Catholic Primary School, is to provide an innovative yet academically rigorous curriculum that inspires, empowers, and enables all our students to recognise their full potential and respond to what God calls them to be. We partner and support parents in their role as primary educators and aim to create a welcoming, compassionate, diverse and vibrant community that develops within our students a greater global awareness and encourages both their academic and spiritual growth.

Evidence shows that children from disadvantaged backgrounds face additional challenges in reaching their potential and that this starts from a very early age (see Word exposure graph). Even more worrying, is the sustained impact that COVID has had on making disadvantaged children even more disadvantaged. The national KS2 SATS Disadvantaged Gap Index was 3.12 in 2024. This remains 0.2 points greater than pre-pandemic levels. Through effective use of the additional funding, sharing of best practice (internally and externally), careful consideration of research and application of our wider calling, our aim is:



For all of our disadvantaged children to be inspired, empowered and enabled to recognise and fulfil their potential and respond to what God calls them to be.



Implementation Statement

The structure for aligning our action to achieve our intent is drawn principally from the combination of the Department for Education's 'Using Pupil Premium: Guidance for School Leaders' and the Education Endowment Fund's 'Guide to Pupil Premium'. We have considered how the layers of priorities fit within the structure of implementing the best practice three tiered approach. This naturally aligns with our ongoing strategic thinking which has been underpinned by Daniel Sobel's 'Narrowing the Attainment Gap', where there is a greater consideration for the whole child and the numerous barriers (social, emotional and family as well as educational) that can impact a child's learning.



(Pupil Premium Guidance iPDF.pdf ([educationendowmentfoundation.org.uk](https://www.educationendowmentfoundation.org.uk)))

We have analysed existing practices and other potential strategies and initiatives in line with these three considerations: Teaching, Targeted support and Wider Strategies/Enrichment (with a specific link to our Romero Child Charter). High-quality teaching continues to be at the heart of our approach, with ensuring that our disadvantage children receive the very best input as often as possible. This is a core belief of our school and is proven to have the greatest impact on closing attainment gaps. We are finding a growing number of children with both Pupil Premium and SEN barriers to their development. We are mindful of this overlap and place increased emphasis on supporting this in teaching and learning. Additional targeted support can take the form of in class targeting through quality first teaching, additional intervention and therapy groups and additional targeted booster sessions and homework. Our wider strategies centre around the Romero Charter and ensuring that the most disadvantage children have the most access and opportunity to fulfil the and experience the elements of this.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. Over the past five years, we have completed our 'Barriers to Learning' assessments for individual classes and have identified these areas as a current priority challenge areas. These work alongside daily classroom practice following the EEF's diagnostic model. These areas will have been influenced by the wider improvement and priorities of the school, most significantly the Academy Improvement Plan.

Challenge number	Detail of Challenges	
	Focus Area	How Need Was Identified
1	Low attendance for disadvantaged pupils in comparison to non-disadvantaged pupils.	Attendance data over the last three years indicates that attendance among disadvantaged pupils is lower than those you are non – disadvantaged.
2	Lack of oracy skills and limited knowledge of vocabulary which has an impact on reading and writing.	Baseline assessments in Nursery and Reception indicate underdeveloped oral language skills and vocabulary gaps. This then impacts future learning. Lack of oracy skills noted in teacher observations.
3	Early reading (particularly phonics) skills, understanding and application.	Assessments, observations and discussions with pupils indicate that disadvantaged pupils generally have greater difficulty developing phonic knowledge than their peers. This has a negative impact on their development as fluent readers.
4	Disadvantaged pupils are less confident in mathematical knowledge and understanding than those pupils who are non-disadvantaged.	In year assessments and question analysis of papers have highlighted that there are gaps in knowledge for disadvantaged pupils, this is particularly evident in year groups across KS2.
5	Lack of parental engagement for some groups of pupils leading to low aspirations.	Observations and discussions with teaching staff suggest that some families can be reluctant to engage with school and this having a negative impact on pupils' aspirations.
6	Narrow range of enrichment opportunities for pupils within the home setting, sometimes due to financial restraints.	Cost of School Living Audit (conducted by Local Authority), parent survey and discussions with parents have suggested that not all pupils have access to enrichment activities outside of school. Some families struggle to finance additional opportunities for their children.
7	Vulnerable families and pupils with mental health and well-being issues having a direct impact on attitudes to learning and self – esteem.	Analysis of attendance and punctuality data, assessments and observations from the Pastoral/SEND Teams have noted an increase in referrals to external agencies for pupil and family support.

Intended Outcomes

This outlines the outcomes we are aiming for and how we will measure whether they have been achieved. In order to add further transparency, we have divided these into outcomes for this academic year and outcomes we are aiming to achieve in the next three years (the strategic period).

Academic Year 2025- 2026	
Intended outcome	Success criteria
Improve attendance and punctuality for disadvantaged pupils.	The overall attendance for all pupils will be at least in line with national, the attendance gap between disadvantaged pupils and their non - disadvantaged peers will have reduced significantly. The percentage of all pupils who are persistently absent will be well below national.
Ensure all groups of pupils recover gaps in learning and achieve above national expectation in Reading, Writing and Mathematics, with a growing proportion achieving greater depth.	Robust pupil progress tracking will ensure that the highest quality provision is in place for Reading, Writing and Mathematics. Teachers will effectively use assessments each term to adapt their planning accordingly and plan the appropriate interventions. There will be an increase in the percentage of disadvantaged pupils achieving age related expectations in each year group by Summer 2026.
All pupils to have access to high quality Early Reading and phonics curriculum using RWINc.	Achieve 100% pass rate in Statutory Phonics Assessment by the end of June 2026. All staff continue to receive, high quality CPD in the teaching of RWINc and regular coaching sessions take place. RWINc consultant continues to support all staff. Training and support given to teaching assistants to deliver 1:1 tutoring. All staff have access to the RWINc portal to use in preparing, teaching and learning. All pupils will have access to a decodable RWINc book and an aspirational Book each week. Books are tailored to pupils according to their phonics group. Daily assessment using better start tracker for pupils in reception learning set 1 sounds meaning that individuals receive in the moment 1:1 when there are gaps. Interventions in place for those pupils falling behind and have been monitored carefully. Pupil Voice demonstrates that the very large majority of pupils enjoy reading and can remember key books/texts. Staff engagement and enjoyment is also evident.
Continue to develop oracy skills of pupils ensure that Voice 21 protocols are embedded across the school.	Data from EYFS baseline assessments are used to plan effective interventions to ensure that no pupil is left behind and that they are ready to access the KS1 curriculum. Talk For Writing is used consistently across EYFS and KS1, ensuring that pupils have time to learn and practise using new vocabulary and orally rehearse before writing. SLT to continue to ensure that Voice 21 protocols are consistently used across the school. Voice 21 CPD to be delivered to all Teaching Assistants and progress to be reviewed regularly. All staff to have received additional CPD on Lesson/Task design with a focus on pupil engagement and oracy.

	Learning Walks will demonstrate consistency of use across the school and higher lessons of pupil engagement within lessons.
To ensure that high quality teaching of Maths reduces the gap between disadvantaged pupils and those who are non-disadvantaged.	Increase the percentage of disadvantaged pupils achieving ARE in each year group. Interventions for disadvantaged pupils aim to make rapid progress. Maths reviews have demonstrated that high quality provision is consistent across the school. All classes from Reception to Year 5 consistently implement Mastering Number programme to ensure all pupils have rapid recall of key number facts.
To increase levels of parental engagement for those pupils who are disadvantaged and ensure that they become more involved in school activities.	A range of educational/fun activities are in place for each year group to encourage all parents to engage with school. Parents have an overview of curriculum entitlement at SJF and actively engage with sessions. This starts with the EYFS where engagement in story times, craft sessions and pupil prepared prayer are high. Reception's weekly class library gives parents and carers the opportunity to come into the classroom to choose a book with their child and informally meet with staff. EYFS "Look at our learning" sessions have been positive and are to be introduced across the school on a termly basis.
To continue to support the emotional and mental health well-being of our St. John Fisher Community.	Whole school audit for Trauma Informed Practice to be completed and action plan developed. All staff to receive Trauma Informed Practice CPD. Thrive Practitioners will have access to annual training and provide 1:1/group support where appropriate. Individual pupils to receive professional counselling sessions via an external support. The most vulnerable families/pupils will be supported via the Pastoral Lead. SENCo will continue to work with external agencies and ensure pupils have additional needs met.
To embed Outdoor Play and Learning (OPAL), ensuring a range of outdoor activities are available to all pupils.	To sustain OPAL – an Outdoor Play and Learning approach from Reception to Year 6. Pupil voice shows that children enjoy this time, playing with equipment and mixing with others from different year groups. Continue to ensure the approach has a positive impact on well-being, social skills and attendance in all year groups.

Strategic Period (Sep 2025 – Jul 2028)	
Intended outcome	Success criteria
All children achieve at least the national average for Phonics Screening Check, including those pupils who are disadvantaged. All children can read fluently and enjoy a range of diverse and engaging texts.	Achieve 100% pass rate in Phonics Screening Check for all pupils. Reading attainment for the vast majority of pupils are at least ARE and the gap between disadvantaged and non-disadvantaged is narrowing. Pupil voice to show that the very large majority of disadvantaged pupils enjoy reading.
Higher level vocabulary will be accessible and used within oracy and writing. Writing attainment across school for all children will have increased on previous year's internal data with disadvantaged children's writing being in-line with non-disadvantaged children	EYFS and KS1 staff make effective use of Talk for Writing to develop pupils vocabulary. Pupils are more confident when using higher level vocabulary and this is evident in classroom observations and writing outcomes across a range of subjects. Voice 21 protocols to be embedded consistently throughout the school ensuring pupils' oracy skills are built on and expectations remain high. All staff to receive a programme of CPD throughout the academic year.
To provide a broad, balanced and enriching curriculum for all pupils.	Disadvantaged pupils to have had the opportunity to complete every element of the Romero Charter.
Pupils' confidence and self-esteem improves in all areas of school life. Mental health and well-being needs of pupils are prioritised and supported by all members of staff.	Pupils and staff will have a better understanding of how to support their own and other's mental health. Pupil Voice will show that children feel more confident and secure in themselves.
Increase levels of aspiration for all children to succeed in all elements of school life. All pupils to have opportunities to take part in enrichment activities before and after school.	All pupils to complete all elements of the Romero Child Charter appropriate to their age and stage. Continue to enhance a broad and balanced school curriculum (Science, Music, Design and Technology, Computing) Higher percentage of disadvantaged pupils attend extracurricular activities.

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 (e.g. CPD)

Budgeted cost: £ 71 679

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular Phonics training for all members of staff	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	3
Reading CPD for all members of staff	Evidence continues to show that reading is central to all learning. Specific strategies have been selected using EEF framework. Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	3

Investment in high quality Reading resources for all pupils	Research from the National Literacy Trust shows that 1 in 8 disadvantage children do not have access to books at home. Further evidence shows this is a barrier to reading and vocabulary acquisition.	3
High quality Maths Mastery CPD for Teachers and Teaching Assistants	Mastering maths means pupils of all ages acquiring a deep, long-term, secure and adaptable understanding of the subject . The phrase ‘teaching for mastery’ describes the elements of classroom practice and school organisation that combine to give pupils the best chances of mastering maths. Achieving mastery means acquiring a solid understanding of the maths that’s been taught to enable pupils to move on to more advanced material.’ (National Centre for Excellence in the Teaching of Mathematics)	4
Investment in Mathematical reasoning resources.	Manipulatives and representations can be powerful tools for supporting young children to engage with ideas across many areas of mathematics. They can help children make sense of mathematical concepts, develop visual images, increase engagement and enjoyment, help practitioners see what children understand and provide a bridge to abstract thinking. Children benefit from practical, first hand experiences of moving and interacting with manipulatives to develop mathematical ideas.	4
CPD on whole class oral language approach. Voice 21.	https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-languageinterventions Research shows that children’s vocabulary is directly linked to their economic background with gaps emerging as early as the age of 3.	2
Continue to improve the quality of social and emotional (SEL) learning by providing CPD for all staff. SEL approaches to be embedded into daily practice.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers). Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)	7
To invest in pupils’ outdoor play to improve health and wellbeing using the OPAL approach.	Research shows that play contributes to children’s physical and emotional health, wellbeing, approach to learning and enjoyment of school. Given the importance of play in children’s lives and current concerns about children’s health and opportunity to access time and space to initiate their own play outdoors, there are considerable benefits for children, parents, schools, and the wider community from participating in OPAL’s programme. The OPAL Primary Programme supports schools in developing a cultural shift in thinking about and supporting children’s play. Its success comes from a series of interrelated actions undertaken with the specialist support from the OPAL mentor. This embeds play into school’s policies and practices and establishes clear guiding principles and strategies for initiating changes at playtimes. The results can be transformational and – at best – spectacular and show progress even in more challenging school environments. The Outdoor Play and Learning Primary Programme.	6,7

Targeted academic support

Budgeted cost: £ 49 530

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional interventions to support PP pupils.	Intervention and therapies targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2,3,4
Assessment question analysis used to plan targeted interventions.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	2,3,4
Additional phonics groups	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	3
Neli, Language Link, language assessments and interventions for pupils in EYFS	The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language https://educationendowmentfoundation.org.uk/educationevidence/teachinglearning-toolkit/oral-languageinterventions	2

Wider strategies

Budgeted cost: £ 24 799

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance	Rapid evidence assessment on attendance interventions for school aged pupils. EEF (2021) Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001).	1
Thrive training, approach and interventions	Social, emotional support is has proven impact on overall wellbeing. Behaviour interventions EEF (educationendowmentfoundation.org.uk) As a specific programme Thrive is underpinned by leading research and successfully case studied. Impact of Thrive - The Thrive Approach	7

Breakfast Club offer	As we are ineligible for specific offer, evidence base is underpinning our move to introduce a subsidised breakfast club for Disadvantaged pupils. Magic Breakfast EEF (educationendowmentfoundation.org.uk)	5,6
Parental workshops/school activities	Working with parents is proven to be high impact low cost strategy for closing the gap. Parental engagement EEF (educationendowmentfoundation.org.uk)	5
Extra-Curricular club funding	As part of our whole school push towards widening our afterschool club offer we have ensured our Disadvantaged pupils have full access to clubs. Physical activity EEF (educationendowmentfoundation.org.uk)	5,6
Residential trip funding	Research and case study shows residential trips have a positive impact on Primary age children. Learning Away Comparative Research Study Final CL.pdf (cumbria.ac.uk)	7

Total budgeted cost: £ 146 008

Part B: Review of outcomes in the previous academic year

Pupil Premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Aim	Actions Delivered	Outcome Data	Summary
Improve attendance and punctuality for disadvantaged pupils.	<p>Pastoral Lead works closely with the Attendance Officer to monitor persistent absences and lates.</p> <p>Profile of good attendance and punctuality is regularly highlighted and communicated to parents, staff and pupils.</p> <p>Pastoral Lead supporting vulnerable families.</p>	<p>Whole School Attendance 2024 – 2025: 95.9%</p> <p>Pupil Premium: 93% Non-Pupil Premium 95.5%</p>	<p>Whole School for 2024 – 2025 is broadly in line with national and an improving trend from 2023 -2024 when attendance was 94%.</p> <p>Whilst PP attendance is below that of Non PP pupils, there has been an increase of 2% from the previous year when PP attendance was 91%.</p>
<p>Ensure all groups of pupils recover gaps in learning and achieve above national expectation in Reading, Writing and Mathematics, with a growing proportion achieving greater depth.</p> <p>Ensure Disadvantaged pupils recover any lost learning at the same rate as non-disadvantaged pupils.</p>	<p>All teachers completed question analysis for Reading, Writing and Mathematics to identify gaps in learning.</p> <p>Pupil Progress Meetings Focus on Quality First Teaching Focused Interventions for all year groups</p>	<p>EYFS Good Level of Development July 2025:</p> <p>All pupils: 70% PP pupils: 72%</p> <p>Statutory Assessment KS2 July 2025: Reading: All pupil: 74% PP: 47% Writing: All pupils: 72% PP: 47% Maths: All pupils: 74% PP: 47% Comb: All pupils: 67.2% PP: 37%</p>	<p>An improving trend in number of pupils achieving a Good Level of Development from July 2024 by 1.9%.</p> <p>PP pupils outperformed all pupils by 2%.</p> <p>Improving upward trend in whole school attainment by the end of Year 6. There is a gap in the attainment of PP pupils and those who are non- PP. It should be noted that 8 of the 19 pupils identified as PP, were also identified as having a Special Educational Learning Need.</p>
All pupils to have access to high quality Early Reading and phonics curriculum using RWINc.	<p>All staff have been trained to deliver RWINc and received regular coaching by RWINc Lead.</p> <p>Staff are confident to use the RWINc portal to support teaching and learning and have made effective use of coaching sessions/tutorials</p> <p>Pupils received books to take home based on their phonic ability and this is continually reviewed.</p>	<p>Year 1 Phonics Screening June 2025:</p> <p>All pupils: 78% PP pupils: 91%</p>	<p>Increase in pass mark from 2024 by 6%. 10/11 PP pupils passed screening (increase from 50% in 2024) Pupils in year 3 are part of a phonics catch up programme and continue to join phonics.</p> <p>1:1 tutoring is also in place for the lowest 20% in phonics in reception and KS1, as well as those pupils who did not pass the phonics screening and who are in year 3.</p>
Continue to develop oracy skills of pupils,	EYFS staff have made effective use of Neli assessments and Language Link	Pupils in EYFS have made excellent progress from their points in Communication and	Key vocabulary is displayed in all classrooms and most pupils

<p>with a particular focus on EYFS.</p>	<p>to provide high quality interventions for vulnerable pupils.</p> <p>Language interventions streamed across EYFS and KS1.</p> <p>Staff use Talk for Writing in EYFS and KS1 and this is being developed further to ensure a consistent approach across the phases.</p>	<p>Language and this is reflected in the Good Level of Development achieved 70% over all and 80% in Communication and Language.</p> <p>High quality interactions have supported in this.</p> <p>Pupils are becoming more confident to use higher level vocabulary and this has been evident in lesson observations in Year 1 and 2.</p>	<p>are able to articulate the meaning.</p> <p>Voice 21 protocols, discussion guidelines and listening ladder are displayed in classrooms and referred to</p>
<p>To ensure that high quality teaching of Maths reduces the gap between disadvantaged pupils and those who are non-disadvantaged.</p>		<p>End of Summer Term 2025 EYFS 88% PP 91% Y1: 58%, PP 55% Y2: 43%, PP 51% Y3: 56%, PP 66% Y4: 60%, PP 43% Y5: 72%, PP 60% Y6: 74%, PP 47%</p>	<p>There has been an increase in overall Maths outcomes across the school. Focus year groups are Year 2 and 4.</p>
<p>To continue to support the emotional and mental health well-being of our St. John Fisher Community.</p>	<p>Staff completed an end of year thrive report for their current class to support the next teacher.</p> <p>Pastoral Lead supported highlighted pupils.</p> <p>Thrive sessions delivered to identified pupils and interventions in place.</p> <p>SENCo/Pastoral Lead have regular meetings and training to support staff within school and vulnerable families.</p>	<p>Barriers to learning document completed so all staff are aware of level of need.</p> <p>Pastoral Lead supported highlighted pupils.</p> <p>Thrive sessions delivered to identified pupils and interventions in place.</p> <p>SENCo/Pastoral Lead have regular meetings and training to support staff within school and vulnerable families.</p>	<p>Pupils mental health and well-being continues to be a heavy focus across the school.</p> <p>The school will continue to provide quality support for those who are most vulnerable.</p>
<p>Further Reflections</p>			

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

Monitoring, Evaluating and Continuous Improvement

We place the EEF guidance on Pupil Premium at the forefront of our work, thinking and approaches. The guide signposts the need for correct identification of needs, using evidence and research to support our actions and then developing a strategy. The implementation element of our strategy draw on the wider EEF implementation model that we use in our wider school improvement practice. Step 5 has become a key step this year as we enter the second year of our strategic period. Here we have carefully and forensically monitored and evaluated the previous year and the path ahead. This has highlighted many successes, key learning points and where adjustments have been required. A significant action this year has been sharing this with the other schools within the Romero MAC and other schools in and around Coventry and North Warwickshire.

Our five point plan can help you plan, implement, monitor, and sustain an effective Pupil Premium strategy.

Step 1	Diagnose your pupils' needs
Step 2	Use strong evidence to support your strategy
Step 3	Develop your strategy
Step 4	Implement your strategy
Step 5	Monitor and evaluate your strategy

[Pupil Premium Guidance iPDF.pdf \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk/Pupil-Premium-Guidance-iPDF.pdf)