

# Pupil premium strategy statement – Draft. To be ratified by governors.

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	Ss John Fisher and Thomas More RCHS
Number of pupils in school	804
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	C.Hayes
Pupil premium lead	A.Cheetham
Governor / Trustee lead	TBC

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£191,088
Recovery premium funding allocation this academic year	£27,506
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£4,159
<b>Total budget for this academic year</b> funding, state the amount available to your school this academic year	£222,753

# Part A: Pupil premium strategy plan

## Statement of intent

Saints John Fisher and Thomas More RCHS is a fully inclusive school and as a result recognises and endeavours to serve the needs of all members of the school community – academic, spiritual, moral, social and physical. We acknowledge in particular the needs of those who are disadvantaged in any way.

Our intention is that all pupils, irrespective of their background or the challenges they face, fulfil their true potential. The focus of the school's pupil premium strategy is to support disadvantaged pupils to achieve that ultimate goal. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support and that is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils during Covid.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve through their teaching, learning and assessment.

## Challenges

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

Challenge number	Detail of challenge
1	There is a gap in both progress and attainment between disadvantaged and non-disadvantaged pupils.
2	Progress and attainment of pupil premium students in comparison to non-pupil premium students in the Ebacc is lower.
3	Limited access to learning resources such as ICT at home. Through our communication with pupils and families, evidenced in our home learning surveys, there was a much greater need for ICT support during the pandemic for disadvantaged students than their peers.
4	Attendance for pupils eligible for Pupil Premium is historically lower for disadvantaged students compared to their non-disadvantaged peers.
5	A considerable number of disadvantaged students do not have age related reading levels compared to their non-disadvantaged peers on entry to school.
6	Our observations and data from Parents' Evenings indicate that Pupil Premium parental engagement is less than their peers. The most recent Year 7, 9 and 11 Parents' Evenings show that only 59% of Pupil Premium parents attended these evenings.
7	Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies. This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations.
8	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.

## 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
Improved progress and attainment among disadvantaged pupils across the curriculum at the end of KS4 compared to their non-disadvantaged peers, with a focus on Ebacc subjects.	By the end of our current plan in 2024/25, the progress 8 gap between pupil premium and non-pupil premium students is reduced.
Improved progress and attainment among disadvantaged boys across the curriculum at the end of KS4 compared to their non-disadvantaged peers, with a focus on EBacc subjects.	By the end of our current plan in 2024/25, the progress 8 gap between pupil premium boys and their non-pupil premium peers is reduced.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>● the overall absence rate for all disadvantaged students being in-line with the national average, and the attendance gap between disadvantaged students and their non-disadvantaged peers being reduced.</li> <li>● the percentage of disadvantaged pupils who are persistently absent being below the national average and the gap between disadvantaged pupils and their non-disadvantaged peers being reduced.</li> </ul>
Improved reading comprehension among disadvantaged pupils across KS3.	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
Stronger pupil premium parental engagement through formal and informal communications	Stronger parental engagement between school and disadvantaged families through increased Synergy contact and Parents' Evenings. 100% of parents to have either attended parents evening or been contacted by the school to discuss their child's progress within a week of each parents evening.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing from 2024/25 demonstrated by:

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: £ 74,251**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide a comprehensive continued professional development programme for all staff focusing on subject pedagogy. Allocation of CPD time for faculties to focus on evidence-based teaching strategies e.g. WALKTHRUUs (2 per half term focussing on retrieval practice and questioning).	Focus on practice and retrieval <a href="#">EEF Guidance Report on Metacognition and Self-Regulation</a> Metacognition and Self-Regulation strategies have very high impact for very low cost based on extensive research. Impact adds +7 months to a student's progress.  WALKTHRUUs Tom Sherrington	1,2,7
Purchase of standardised diagnostic GL assessments and CAT4D. In addition to the development of in house standardised assessments and diagnostics.	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:  <a href="#">Standardised tests - Assessing and Monitoring Pupil Progress - EEF</a>	1,2,7
Re-establish reading as part of school life so that 'reading is prioritised to allow pupils to access the full curriculum offer.'	<a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a> Reading strategies have very high impact for very low cost based on extensive research. Impact adds +6 months to a student's progress.	5,7
Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.  We will fund professional development and instructional coaching focussed on each teacher's subject area.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: <a href="#">Improving Literacy in Secondary Schools</a>  Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: <a href="#">word-gap.pdf (oup.com.cn)</a>	5,7

<p>Implement an effective tracking system that identifies pupils who are not making enough progress through the curriculum</p> <ul style="list-style-type: none"> <li>• 4-Matrix introduced to departments to allow for better understanding of performance data.</li> <li>• Provide training for staff in how to understand data via 4-matrix to ensure they have a clear overview of the progress being made by students in their classes.</li> </ul>	<p>More effective use of data by all subject teachers allows for gaps in knowledge to be identified, therefore aiding planning for teaching and learning.</p>	<p>1,2,7</p>
---	---	--------------

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

**Budgeted cost: £ 37,125**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. Small group tuition in Maths and English across KS3.</p> <p>Programme of individualised one to one tuition in Maths for Year 7.</p> <p>Purchase of resources and books to aid programmes of targeted support.</p>	<p>Tuition 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 and in small groups:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>One to one tuition strategies have high impact for moderate cost based on research. Impact adds +5 months to a student's progress.</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Small group tuition strategies have moderate impact for low cost based on research. Impact adds +4 months to a student's progress.</p> <p><a href="#">Individualised Instruction</a></p> <p>Individualised instruction has moderate impact for very low cost based on research. Impact adds +4 months to a student's progress.</p>	<p>1, 2, 7</p>

Targeted academic support across all subjects in KS4. Timetable of extra-curricular support for students who have gaps in knowledge. We will fund extra-curricular provision across all subjects.	Tuition 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: <a href="http://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>  And in small groups: <a href="http://educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2 ,7
Bespoke EAL provision provides language lessons allowing EAL students to progress quickly with their acquisition of English and are able to integrate into the classroom along with their peers.	Tuition 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: <a href="http://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>  And in small groups: <a href="http://educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2 ,7

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

**Budgeted cost: £ 112,377**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Investment in a new pastoral system. This structure will comprise five heads of year, one attendance manager, one attendance officer, one inclusion manager, and one wellbeing worker/school counsellor. These roles will support attendance and Cognitive Behavioural Therapy strategies.	See the following activities for evidence	4,6,7,8
Adoption of a cognitive behavioural therapy (CBT) intervention for specific pupils who require support with regulating their behaviour and emotions.	There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties: <a href="http://educationendowmentfoundation.org.uk">Cognitive Behavioural Therapy - Youth Endowment Fund</a>	8

<p>This includes training for school staff and teacher release time.</p>	<p>EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression:</p> <p><a href="#">Adolescent mental health: A systematic review on the effectiveness of school-based interventions   Early Intervention Foundation (eif.org.uk)</a></p>	
<p>Increase parental engagement.</p> <p>Targeted communication through Synergy to disadvantaged families and improve communication through all social media outlets. Mentoring programme allows for weekly contact with parents of identified students.</p>	<p><a href="#">Parental Engagement</a></p> <p>Increasing parental engagement can have very high impact for very low cost based on extensive research. Impact adds +6 months to a student's progress.</p>	6
<p>Embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>Staff, in particular student services, will receive training and release time to develop and implement new procedures. Attendance Officer to aid improved attendance of all students, but in particular that of the disadvantaged.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p><a href="#">Improving School Attendance</a></p>	4
<p>Establishment of Raising Attainment Panel (RAP) in order to monitor and support disadvantaged students in danger of not achieving their full potential. Strategies and mentors put in place for individual targeted students.</p>	<p>See evidence from small group and one to one tuition alongside the EEF evidence of <a href="#">Mentoring</a> strategies have an impact of adding +2 months to a student's progress</p>	1,2,7
<p>Provision of laptops and 4G routers to support independent learning of PP students. Successful bids for devices were made to the DfE. Devices have been distributed to PP students who do not have access to technology at home.</p>	<p>Parental survey conducted about access to technology at home for the purposes of completing home learning.</p>	3



<p>Raise the aspirations of disadvantaged pupils through a range of experiences which complement their learning and expand cultural capital. Enrichment week activities to include a range of trips that are either subsidised or free to the disadvantaged.</p> <p>Increased range of extra-curricular activities aimed at encouraging a more positive uptake from disadvantaged students.</p> <p>Appointment of Careers Advisor to aid with transition choices post 16.</p> <p>Disadvantaged students targeted for impartial careers advice.</p>	<p><a href="#">EEF Aspiration interventions</a></p> <p>There is a culture of low educational aspiration within certain groups of disadvantaged pupils evidenced within pupil voice and lack of parental experience of higher or further education.</p> <p>The Sutton Trust commissioned report <a href="#">Subject to Background</a>, based on data produced through the Effective Pre-School, Primary and Secondary Education (EPPSE) project found that bright disadvantaged children would be more likely to attain 3 A-Levels if, in addition to a high quality education, they had enrichment and supportive home learning environments from a young age. This included reading books and going on educational outings in the early years of secondary school.</p> <p>The Social Mobility Commission report <a href="#">An Unequal Playing Field</a> uncovered evidence that extracurricular activities are important predictors for participation in beyond compulsory education, help to boost confidence in social situations and help develop social networks.</p>	8
<p>Contingency fund for acute issues e.g. uniform, shoes, basic stationary, support, food technology ingredients, trips and visits.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All

**Total budgeted cost: £ 222,753**

## 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 2021 to 2022 academic year. Table 1 shows the progress and attainment scores of disadvantaged pupils at Fisher More in comparison to those locally and nationally.

**Table 1**

	School	Local Authority	England
Progress 8 Score Disadvantaged	-0.42	-0.7	-0.55
Attainment 8 Score Disadvantaged	35	34.8	37.5

While the progress made by our disadvantaged pupils is above the local and national average, there remains a gap in the outcomes between disadvantaged and non-disadvantaged pupils at the school, which is shown in Figures 1 and 2. The overall trend in progress, however, is positive and the gap is reducing.

**Figure 1**

### KS4 progress for disadvantaged pupils 2022

#### Progress 8 (Overall)

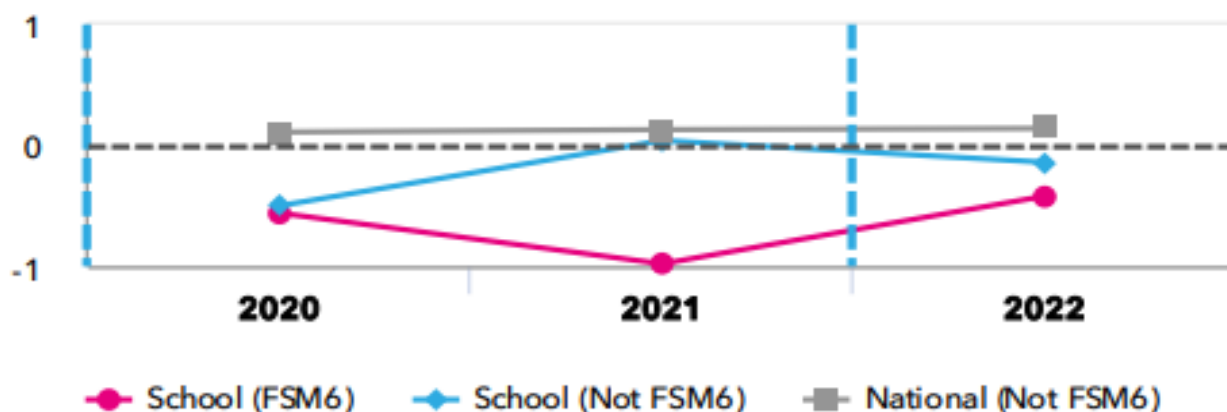


Figure 2

## KS4 attainment for disadvantaged pupils 2022

Attainment 8 (Overall)

