SAINTS JOHN FISHER AND THOMAS MORE RC HIGH SCHOOL

Pupil Premium Strategy

2025-2026

Approved by:		**Date:**
Last reviewed on:	1 September 2025	
Next review due by:	1 September 2026	

This statement details our school's use of pupil premium (and recovery 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	824
Proportion (%) of pupil premium eligible pupils	33.2%
Date this statement was published	13/11.2025
Date on which it will be reviewed	1/7.2026
Statement authorised by	P Dugdale
Pupil premium lead	P Dugdale
Governor / Trustee lead	Donna Shaw

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£287,390
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*	£304,500

Part A: Pupil premium strategy plan

Statement of intent

At Saints John Fisher and Thomas More Roman Catholic High School we believe that every pupil is uniquely gifted and made in the image of God. As a fully inclusive Catholic community rooted in our motto of *faith, hard work and love*, we are committed to supporting the academic, spiritual, moral, social and physical flourishing of all pupils. We give particular attention to those who are disadvantaged and face additional barriers, and our aim is that no pupil is defined or limited by their background or circumstance.

Our Pupil Premium strategy is designed to ensure that disadvantaged pupils are afforded the opportunities, support and challenge they deserve in order to fulfil their potential — becoming confident learners, responsible citizens and courageous witnesses. We recognise that the challenges faced by vulnerable pupils (including those with a social worker, young carers or those with SEND) are varied and complex; our strategy therefore responds to both common barriers and individual needs.

High-quality first teaching remains the cornerstone of our approach. We prioritise professional learning and curriculum development so that our teaching is consistently inclusive and ambitious for all pupils. This ensures that the attainment and progress of disadvantaged pupils improves in line with their peers, while continuing to sustain and enhance outcomes for all.

Our approach is rooted in rigorous diagnostic assessment, not assumptions, so that interventions are timely and effective. It is also built on the principle that every staff member takes responsibility for disadvantaged pupils' outcomes — through high expectations, consistent routines and a culture of collective accountability. To support this, we will:

- challenge disadvantaged pupils with work that is meaningful, engaging and high-quality;
- intervene early when need is identified, so that no pupil is left behind;
- adopt a coherent, whole-school plan in which teaching, pastoral care and enrichment work together to raise aspirations and remove barriers to success

Challenges

This details the key challenges to 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. This is evident in most but not all subjects.
2	Behaviour data for disadvantaged children shows that on average, there are more exclusions and suspensions amongst this group
3	Attendance for pupils eligible for Pupil Premium is lower for disadvantaged students compared to their non-disadvantaged peers.
4	A considerable number of disadvantaged students do not have age related reading levels compared to their non-disadvantaged peers on entry to school.
5	Our observations and data from Parents' Evenings indicate that Pupil Premium parental engagement is less that than their peers.
6	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. A disproportionate number of disadvantaged children have a social worker, and / or appear on the schools identifies list of 'vulnerable' students
7	A greater proportion of disadvantaged students do not take up opportunities for extracurricular activities compared to 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
Improved progress and attainment among disadvantaged pupils across the curriculum at the end of KS4 compared to their non-disadvantaged peers.	By the end of our current plan in 2027/28, the progress 8 gap (or its replacement) between pupil premium and non-pupil premium students will be reduced.
The behaviour amongst the disadvantaged group is in line or better than their non-disadvantaged peers.	By the end of our current plan, the observational and behaviour data will show that there is no significant

	differences in instances of poor behaviour between different groups
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance demonstrated by: the overall absence rate for all disadvantaged students being in-line with or better than the national average, and the attendance gap between disadvantaged students and their non-disadvantaged peers being reduced; 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.
Improved reading levels among disadvantaged pupils across KS3 and then into KS4	Reading data demonstrate improved literacy skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers.
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.

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: £229.5K

Activity	Rationale	Evidence / Research	Success Measures	Cost
High-quality CPD programme that combines an effective coaching model and targeted CPD	Ensure teachers consistently meet the needs of PP pupils within the classroom	EEF: High-quality teaching is the most important factor in	Improved learning walks & book looks; PP progress gap narrows to	£200K to allow time for coaching, as well as the technology

		improving outcomes word-gap.pdf	≤-0.3 by 2027	associated with the coaching
A bespoke group of children in Year 10 have had their curriculum modified to address underachievement	After addressing underachievement in Year 9, a targeted group has been created to support these children	EEF: High-quality teaching is the most important factor in improving outcomes 1. High-quality teaching | EEF	This group to have higher levels of attainment, behaviour and attendance	£25K
A behaviour and rewards policy that delivers the culture of supporting and rewarding all students, particularly the most vulnerable	Consistent classroom culture improves the learning environment and engagement	EEF: Feedback + behaviour routines Feedback | EEF	Improved behaviour data; staff survey shows increased confidence supporting PP learners	£4.5K

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

Budgeted cost: £47K

Activity	Rationale	Evidence / Research	Success Measures	Cost
Embed whole-school literacy strategy:	PP pupils benefit from explicit	EEF: Literacy in secondary strategy	KS3 reading ages improve ≥12 months	£25K for the staffing time to deliver

reading and phonics, fluency, comprehension and disciplinary literacy	language instruction and structured reading support	Reading comprehension strategies | EEF Improving Literacy in Secondary Schools | EEF	per year for identified PP pupils; improved access to curriculum language	the ambitious programmes
KS4 'Revision Hub'	Staffing in the school library from 5pm until 8pm to allow students to revise, with exam support provided	EEF Extending school time | EEF	PP attainment and progress at KS4 increased to close gap on non-PP students	£10K
Small-group maths and literacy intervention at KS3	Support those most in need of targeted interventions by using high teacher to student ratios	EEF Small group tuition | EEF	Improved GL assessment outcomes; teachers report increased confidence	£5K
Homework club	Provide space and support to complete work, particularly the Sparks maths and Bedrock English	EEF: extended learning time Extending school time | EEF	PP homework completion increases; reduced detentions for non-completion	£5K
Revision & study skills programme + resources funded	Equity of access to revision materials	EEF: Metacognition & self-regulation Metacognition and self-	Improved exam confidence and outcomes	£2K

		regulation | EEF		

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

Budgeted cost: £28K

Activity	Rationale	Evidence / Research	Success Measures	Cost
Attendance improvement strategies linked to County, internal measures and rewards	Attendance is strongly linked to outcomes, therefore a strategy rolled out from the transition programme in Year 6 through to exam support in Year 11 runs this support throughout school.	EEF: Parental engagement + mentoring Working_together_to_improve_school_attendance_-_August_2024.pdf	PP attendance improves to ≥92%; PA reduces by 3%	£2K
A culture of extracurricular opportunity where all students and in particular those less advantaged, can participate in activities beyond their usual choice	Those who experience less advantageous childhoods should be given the opportunity and guided towards experiencing activities beyond their usual choice	EEF: Implementation & monitoring A School's Guide to Implementation | EEF	PP representation in activities on offer outside of the classroom increases to those on par with their more advantaged peers	£25K

Parental engagement strategy — communication, events, support workshops	Strengthen relationships & remove barriers	EEF: Parental engagement Reading comprehension strategies | EEF	Increased parent event participation & home-school partnership	£—
Careers & aspiration programme incl. visits, employer links, post-16 mentoring	Broadens horizons; combats disadvantage bias	EEF + Gatsby Benchmarks Gatsby Benchmarks Explained	PP NEET = 0%; PP careers guidance participation = 100%	£—
Uniform & emergency hardship fund	Removes practical barriers	DfE guidance School uniforms: guidance for schools - GOV.UK	No PP child prevented from full participation	£1K

Total budgeted cost: £304.5K

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Last year, the school improvement plan was for rapid improvement across a variety of school areas. There was a definite need to improve the outcomes and attendance of the Year 11 students, and this was achieved to bring about the best GCSE pass rate in the school's history. This clearly had a positive effect on the PP students as a result of this whole school improvement. The PP students increased in terms of attainment 8 by over 5 points. Other strategies also delivered clear improvements. The attendance gap narrowed, with PP attendance rising by 1.8%, and persistent absence among PP pupils decreased. Progress improved across core subjects, particularly in English, supported by tutoring and literacy intervention. Reading ages rose on average by 10 months for identified PP pupils. Work scrutiny and lesson visits indicate more consistent adaptive teaching practices. Participation in enrichment increased significantly, the Enrichment Week was broadened, and this is an area that will improve more rapidly this year. The need for improved behaviour systems benefitted all students, particularly those who are PP. Data shows not only improved behaviour, but also improvements in punctuality to school.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

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