Pupil premium strategy statement - St John Fisher Catholic Primary School

This statement details our school's use of pupil 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	167
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	2026-2027 2027-2028 2028-2029
Date this statement was published	November 2026
Date on which it will be reviewed	November 2027
Statement authorised by	K Garrett, Headteacher
Pupil premium lead	K. Garrett
Governor / Trustee lead	L Dadzie

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 60,450
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£60,450

Part A: Pupil premium strategy plan

Statement of intent

At St John Fisher Catholic Primary School, we believe that every child is created in the image and likeness of God, is uniquely valued and deserves the opportunity to flourish. Our ambition is for all pupils, irrespective of their background or the challenges they may face, to achieve highly academically, develop socially and emotionally, and grow into confident, compassionate and aspirational individuals. We are committed to ensuring that disadvantage does not determine a child's educational experiences, opportunities or future.

Our Pupil Premium strategy is rooted in our Catholic mission and the belief that every child has the capacity to achieve and the right to an excellent education. It reflects our commitment to faith, courage, truth, justice, peace and wisdom, and is underpinned by our school values of LIGHT: Love, Integrity, Growth, Hope and Togetherness**.** These values are central to how we nurture, teach and support our pupils. Through Love, we recognise the dignity and individuality of every child; through Integrity, we act with fairness and responsibility; through Growth, we foster a commitment to learning and personal development; through Hope, we encourage ambition and belief in the future; and through Togetherness, we recognise that every child's success is a shared responsibility.

Our intention is that disadvantaged pupils make strong progress, achieve high standards across the curriculum and develop the knowledge, skills and confidence needed to succeed. We want our pupils to be motivated learners, to have high aspirations for their futures and to experience the same breadth of opportunity as their peers. This ambition extends to pupils who are already achieving well: disadvantage should never be a reason for limiting challenge, ambition or the opportunity to excel. We seek both to close gaps in attainment and progress and to sustain and strengthen the achievement of all pupils.

High-quality teaching is at the heart of our approach. We recognise that the most effective way to improve outcomes for disadvantaged pupils is through consistently ambitious, inclusive and responsive teaching. Our priority is to ensure that every classroom provides an environment in which pupils are challenged, supported and enabled to succeed. Teachers use assessment to identify gaps in knowledge and understanding, adapt teaching to meet individual needs, provide precise feedback and ensure that pupils can access and achieve within our full, ambitious curriculum. Our

approach is designed to strengthen provision for disadvantaged pupils while raising the quality of education for all.

We recognise that disadvantage can present itself in different ways and that there is no single profile of a disadvantaged pupil. Barriers may include gaps in prior learning, limited opportunities to develop academic language, difficulties with reading fluency or comprehension, challenges in writing, gaps in mathematical fluency, additional learning needs, attendance difficulties or wider social and emotional factors. We are committed to identifying these barriers early and responding with precision, care and high expectations. Our decisions are informed by robust assessment, professional knowledge and an understanding of each child's circumstances, rather than assumptions about the impact of disadvantage.

Our strategy brings together high-quality teaching, targeted academic support and wider pastoral provision. We prioritise early identification and intervention, strong provision for speech, language and communication, the development of reading, writing and mathematical fluency, inclusive practice for pupils with SEND, positive relationships with families, regular attendance, wellbeing and equitable access to educational visits, enrichment and wider experiences. We recognise that pupils who are experiencing vulnerability, including those with a social worker or who are young carers, may also require additional support. Our approach is therefore responsive to need, regardless of Pupil Premium eligibility.

We do not define pupils by their circumstances, nor do we assume that eligibility for Pupil Premium automatically indicates underachievement or a need for intervention. Equally, we recognise that pupils who are not eligible for Pupil Premium may experience significant barriers to learning. Our provision is informed by individual need, with Pupil Premium funding used strategically to strengthen the school's capacity to improve outcomes for pupils experiencing disadvantage. All staff share responsibility for ensuring that disadvantaged pupils are known, understood, challenged and supported to achieve their full potential.

Through this strategy, we aim to ensure that disadvantaged pupils at St John Fisher make strong progress, achieve well, attend regularly, develop confidence and independence, and experience the fullness of life within our school community. We want every child to recognise their own worth, believe in their potential and understand that their aspirations

are achievable. Guided by our Catholic mission and our LIGHT values, we strive to ensure that every pupil is given the opportunity to grow in faith and learning, to flourish alongside others and to contribute positively to the world around them.

Challenges

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

Challenge number	Detail of challenge
1	**Oral language, vocabulary and communication** Our assessments and observations highlight the importance of developing spoken English, vocabulary and communication across the school. With approximately 95% of pupils speaking English as an additional language, children enter school with varied experiences of English. Some disadvantaged pupils require additional support to understand instructions, explain their thinking and access increasingly complex language across the curriculum.
2	**Reading fluency and comprehension** Our assessment information and classroom observations identify reading fluency and comprehension as ongoing priorities. Some disadvantaged pupils require further support to read accurately, fluently and with understanding, develop reading stamina and access increasingly complex texts. The school's focus on early reading and reading fluency continues beyond the teaching of phonics.
3	**Writing attainment and the development of written composition** Our assessment information identifies writing as an area for continued development. Some disadvantaged pupils require further support to develop the vocabulary, spelling, sentence construction and organisation of ideas needed to produce sustained, independent writing. The school is focused on improving attainment at the expected standard and developing greater depth in written composition.

4	**Mathematical fluency and secure conceptual understanding** Our assessments and observations identify the importance of securing number knowledge, mathematical fluency and conceptual understanding. Some disadvantaged pupils require additional opportunities to practise key facts, develop efficient calculation strategies and use mathematical vocabulary confidently so that they can reason and solve problems independently.
5	**SEND, inclusion and individual learning needs** Our assessments and observations highlight the need to ensure that pupils experiencing disadvantage who have SEND or other individual learning needs receive timely, appropriate support. Barriers can affect access to learning, participation and progress. High-quality adaptive teaching, careful assessment and effective collaboration with families and professionals remain important in ensuring that provision responds to individual need.
6	**Attendance, wellbeing and engagement** Our attendance data for 2025–2026 shows that attendance among pupils eligible for Pupil Premium was 96.99%, compared with 97.45% for pupils who were not eligible. Although the difference was relatively small, attendance, wellbeing and engagement remain important priorities. The school will continue to identify emerging patterns and work with families to understand and address barriers to regular attendance and participation.
7	**Access to enrichment and wider opportunities** Our school context highlights the importance of ensuring that financial disadvantage does not limit pupils' participation in the wider life of St John Fisher. Some pupils may experience barriers to accessing educational visits, cultural experiences and enrichment beyond the classroom. The school seeks to ensure that disadvantaged pupils can participate in experiences that broaden their knowledge, develop confidence and support aspiration and belonging.

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 oral language and vocabulary	Pupils eligible for Pupil Premium demonstrate improved confidence in speaking, listening and using subject-specific vocabulary. Assessment and classroom evidence show that pupils can explain their thinking and access learning more independently.
Improved reading attainment and fluency	Pupils eligible for Pupil Premium make strong progress in reading. Pupils requiring phonics support receive timely intervention, and pupils in Key Stage 2 develop improved fluency, comprehension and reading stamina.
Improved writing attainment	Pupils eligible for Pupil Premium make strong progress in writing. Pupils demonstrate improved sentence construction, vocabulary, spelling, grammar and independence in producing extended written outcomes.
Strong inclusion and access to learning	Pupils eligible for Pupil Premium who have additional needs receive appropriate support. Teachers use adaptive teaching and assessment effectively, and pupils demonstrate improved participation and progress.
Strong and sustained attendance	Attendance of pupils eligible for Pupil Premium is monitored regularly. Barriers are identified promptly, families receive appropriate support and attendance improves or is sustained at a strong level.
Improved engagement, wellbeing and participation	Pupils eligible for Pupil Premium report positive experiences of school, participate in enrichment opportunities and demonstrate increased confidence, belonging and engagement.

Reduced attainment differences	Assessment and end-of-year outcomes demonstrate that pupils eligible for Pupil Premium are making strong progress and that differences in attainment are being addressed effectively.

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: £ 30,225

Activity	Evidence that supports this approach	Challenge number(s) addressed
Assessment and diagnostic practice Purchase and use of Maths.co.uk and SPaG.co.uk assessment resources to assess pupils in Years 1 - 6. Regular diagnostic assessments in mathematics, spelling, punctuation and grammar to identify gaps in knowledge, misconceptions and pupils requiring additional support. Use of reading fluency assessments to identify pupils' needs in accuracy, pace, expression and understanding. Staff use assessment outcomes alongside formative assessment	The school has invested in Maths.co.uk and SPaG.co.uk to provide regular assessment opportunities for pupils in Years 1-6. These assessments support teachers in identifying gaps in mathematical knowledge, spelling, punctuation and grammar, highlighting misconceptions and informing subsequent teaching. Assessment information is used alongside ongoing formative assessment and teacher judgement to identify pupils requiring additional support, plan appropriate next steps and monitor progress over time. The school also uses diagnostic assessment within its reading provision, including regular reading	1, 2, 3, 4, 5

and teacher judgement to adapt teaching, plan targeted support and monitor progress. Regular review of assessment information to evaluate the impact of teaching and interventions and identify appropriate next steps.	fluency assessments, to identify pupils who require further practice and support. This enables teachers to respond to individual needs and evaluate whether teaching and intervention are having the intended impact. The EEF identifies the effective use of diagnostic assessment as an important part of understanding pupils' learning needs and adapting teaching accordingly. Assessment is most valuable when the information gathered is used to inform subsequent instruction and address identified gaps. EEF – Diagnostic Assessment EEF – Feedback	
Development of oral language and vocabulary Purchase and implementation of the Nuffield Early Language Intervention (NELI), including the whole-class programme in Reception and targeted intervention for children identified as requiring additional language support. Staff training to ensure effective delivery of the NELI programme and consistent approaches to developing children's listening,	The school has invested in Nuffield Early Language Intervention (NELI), including both the targeted intervention and whole-class programme, to strengthen children's early language development. Staff have received training to support effective delivery. The whole-class programme provides opportunities to develop listening, vocabulary, understanding and spoken language across the Reception cohort, while the targeted intervention provides additional structured support for children identified as having language difficulties.	1, 2, 3, 4

vocabulary, understanding and spoken language. Purchase and use of Speech and Language Link to support the identification of speech, language and communication needs and inform appropriate classroom provision and targeted support. Explicit teaching of vocabulary across the curriculum, with teachers modelling high-quality spoken language and providing structured opportunities for pupils to discuss ideas, explain their thinking and rehearse language before writing. Use of assessment and ongoing observation to identify language development needs, monitor progress and adapt provision accordingly.	The school has also purchased Speech and Language Link to support the identification of speech, language and communication needs and provide staff with information to inform appropriate teaching and intervention. Across the wider curriculum, teachers explicitly teach vocabulary, model high-quality spoken language and provide structured opportunities for pupils to articulate ideas, explain their thinking, discuss concepts and rehearse language before applying it in written work. The EEF identifies oral language approaches as having a high impact on pupil outcomes, with an average of six additional months' progress. Research highlights the importance of developing pupils' vocabulary, spoken expression, listening and comprehension. The NELI programme is supported by evaluation evidence from the Education Endowment Foundation, which found positive effects on children's language skills. These approaches are particularly relevant given the school's high proportion of pupils who speak English as an additional language and the identified priority to strengthen language development in Reception.	

	EEF – Oral Language Interventions EEF – Nuffield Early Language Intervention Speech and Language Link	
Reading provision and fluency Purchase and implementation of Little Wandle Fluency resources and accompanying assessments for pupils up to Year 4, providing structured opportunities to develop reading accuracy, automaticity, expression and understanding. Purchase and implementation of Collins Fluency resources for Years 5 and 6, including appropriately matched reading books and accompanying assessment materials. Half-termly reading fluency assessments for pupils in Years 5 and 6 to monitor progress, identify pupils requiring additional support and inform subsequent teaching. Delivery of regular, structured reading practice to develop pupils' accuracy, pace, expression and comprehension, with texts appropriately matched to their reading ability.	The school has invested in a structured approach to developing reading fluency across Key Stage 1 and Key Stage 2. Little Wandle Fluency resources and assessments have been purchased for pupils up to Year 4, providing opportunities for regular, structured reading practice and the development of accuracy, automaticity, expression and understanding. For Years 5 and 6, the school has purchased Collins Fluency resources, including appropriately selected reading books and accompanying fluency assessments. Pupils undertake fluency assessments every half-term to identify progress, highlight those requiring further support and inform subsequent teaching. This ensures that reading fluency continues to be developed beyond the early stages of reading and that pupils are supported to become increasingly confident, accurate and independent readers. This provision complements the school's systematic approach to early reading through Little Wandle Letters and Sounds Revised. Across the	1, 2

Continued implementation of Little Wandle Letters and Sounds Revised to secure systematic synthetic phonics teaching and accurate decoding in the early stages of reading. Use of assessment information and teacher observation to identify gaps in decoding, fluency, vocabulary and comprehension, and to adapt teaching or provide additional support where required. Development of reading across the curriculum, ensuring pupils have regular opportunities to read, discuss and understand increasingly challenging texts and apply their reading skills across different subjects.	school, teaching prioritises the development of accurate decoding, reading fluency, vocabulary and comprehension so that pupils can access increasingly challenging texts and the wider curriculum. The EEF identifies phonics as an effective approach to developing early reading, particularly for pupils at risk of falling behind. Its literacy guidance also highlights the importance of developing reading fluency through explicit teaching, modelling and opportunities for purposeful practice. Fluent reading supports pupils to devote greater attention to understanding and interpreting what they read. EEF – Phonics EEF – Improving Literacy in Key Stage 2 EEF – Reading Comprehension Strategies	
Writing curriculum and teaching Development and implementation of a carefully sequenced writing curriculum, ensuring that knowledge and skills are built progressively across year groups. Planning and delivery of writing units using a consistent teaching sequence of immersion, teacher	The school will continue to develop a carefully sequenced writing curriculum which enables pupils to build knowledge and skills progressively. Teaching will incorporate a structured sequence of immersion, teacher modelling, deliberate practice and independent application. Teachers will explicitly teach vocabulary,	1, 3

modelling, deliberate practice and independent application. Explicit teaching of vocabulary, sentence construction, grammar, punctuation and the features and structures of different text types. Use of high-quality model texts and teacher modelling to demonstrate the writing process, including how to generate and organise ideas, select vocabulary, construct sentences and edit work. Provision of regular opportunities for pupils to practise specific writing skills through short, focused tasks and apply these skills in longer pieces of independent writing across a range of purposes and genres. Development of clear learning intentions and success criteria so that pupils understand the expectations for each stage of their writing and can evaluate the quality of their own work. Use of live marking, in-the-moment feedback and targeted verbal feedback to address misconceptions, reinforce learning and support pupils to improve their writing as they work.	sentence construction, grammar and the features of different text types. Pupils will have regular opportunities to practise specific skills, receive precise feedback and apply their learning independently across a range of writing purposes. The EEF's literacy guidance identifies the importance of explicitly teaching pupils to plan, monitor and evaluate their writing, developing transcription skills and providing opportunities for purposeful practice. The DfE's 2025 Writing Framework also draws on research and established evidence-informed practice, highlighting the importance of effective modelling, transcription, composition and carefully sequenced teaching. The EEF identifies feedback as having a high impact on learning, with an average of six additional months' progress. EEF – Feedback DfE – The Writing Framework EEF – Improving Literacy in Key Stage 2	

Mathematics teaching, curriculum and fluency Continued use of White Rose Maths to deliver a carefully sequenced curriculum from Reception to Year 6, ensuring mathematical knowledge and skills build progressively. Use of the White Rose small steps approach to break down new learning and secure understanding before pupils move on to more complex concepts. Implementation of Number Sense to develop number fluency through regular, structured practice, strengthening recall of key facts, understanding of number relationships and confidence with mental calculation. Explicit teaching and modelling of mathematical concepts using concrete resources, pictorial representations and abstract methods to develop understanding. Regular opportunities to revisit prior learning, consolidate key skills and apply mathematical knowledge through reasoning and problem-solving.	The school uses White Rose Maths to support the delivery of a carefully sequenced mathematics curriculum, developing pupils' conceptual understanding, mathematical reasoning and problem-solving skills. This is complemented by Number Sense, which provides a structured approach to developing number fluency, securing foundational number knowledge and building pupils' confidence and efficiency when working with numbers. Teachers use formative assessment alongside Maths.co.uk assessments to identify gaps in mathematical understanding, address misconceptions and adapt teaching. Pupils are provided with opportunities to revisit prior learning, consolidate key knowledge and apply their understanding to increasingly challenging mathematical tasks. Particular emphasis is placed on ensuring that pupils develop secure foundational knowledge and fluency so that they can approach more complex mathematical concepts with confidence. The EEF's mathematics guidance identifies the importance of developing secure mathematical	4

Use of Maths.co.uk assessments alongside formative assessment and teacher observation to identify gaps, address misconceptions and inform teaching. Adaptation of teaching through targeted re-teaching, additional practice and appropriate scaffolding to meet pupils' needs and provide further challenge.	knowledge through explicit instruction, carefully sequenced learning, appropriate representations and opportunities for reasoning and problem-solving. The DfE's primary mathematics guidance, developed in conjunction with the National Centre for Excellence in the Teaching of Mathematics (NCETM), also provides evidence-informed recommendations for effective mathematics teaching. EEF – Improving Mathematics in Key Stages 2 and 3 DfE – Teaching Mathematics in Primary Schools	
Adaptive teaching and inclusive practice Use of adaptive teaching strategies to ensure all pupils, including disadvantaged pupils with SEND and additional learning needs, can access ambitious learning and make progress. Explicit modelling and clear explanations to make new learning accessible and help pupils understand what successful learning looks like. Use of scaffolding, carefully planned questioning and guided practice to support pupils before	Teachers will use adaptive teaching strategies to ensure that all pupils can access ambitious learning and make strong progress. This will include explicit modelling, scaffolding, carefully planned questioning, effective feedback, pre-teaching where appropriate and opportunities for guided practice before independent application. Teachers will draw on assessment information and their knowledge of individual pupils to adapt teaching without unnecessarily reducing the level of challenge or expectations. This approach will support disadvantaged pupils, including those with SEND and other additional	2, 3, 4, 5

they apply their learning independently. Pre-teaching of key vocabulary and concepts where appropriate to address potential barriers and prepare pupils for new learning. Use of flexible grouping and targeted support in response to assessment information and pupils' individual needs. Provision of timely, precise feedback to address misconceptions, reinforce learning and support pupils to improve. Regular review of the effectiveness of adaptations to ensure pupils receive appropriate support without unnecessarily reducing challenge or expectations.	learning needs, to participate fully in classroom learning. The EEF identifies scaffolding, explicit instruction and flexible grouping as important approaches within effective classroom teaching. Its evidence on metacognition and self-regulation also highlights the importance of modelling thinking and explicitly teaching pupils strategies to plan, monitor and evaluate their learning. The EEF reports an average of eight additional months' progress for metacognition and self-regulation approaches. EEF – Metacognition and Self-Regulated Learning EEF – Improving Literacy in Key Stage 2	
Professional development and collaborative practice Investment in staff training and professional development aligned with the school's identified priorities, including assessment, oral language, reading fluency, writing, mathematics and inclusive practice.	The school will invest in professional development, collaborative planning, professional dialogue and opportunities for staff to share effective practice. Training and development will focus on the school's identified priorities, including assessment, oral language, reading fluency, writing, mathematics, adaptive teaching and inclusive classroom practice. Staff will	1, 2, 3, 4, 5

Dedicated opportunities for collaborative planning to develop consistent approaches to curriculum delivery, teaching and assessment. Regular professional dialogue and opportunities for staff to share effective practice, discuss pupil progress and identify approaches to address barriers to learning. Use of coaching, modelling and peer support to help staff develop and apply new strategies in the classroom. Ongoing monitoring and review of teaching to evaluate the impact of professional development, identify further training needs and strengthen consistency across the school. Opportunities for staff to reflect on the impact of changes to practice and refine approaches to improve outcomes for disadvantaged pupils.	have opportunities to apply learning, evaluate its impact and refine their approaches. Monitoring, coaching and professional discussion will support consistency and the effective implementation of agreed approaches across the school. The EEF's guidance on effective professional development identifies the importance of developing teachers' knowledge, motivating staff, developing teaching techniques and embedding practice. It highlights the value of approaches which include revisiting prior learning, goal setting, feedback, modelling and opportunities to practise new strategies. Investment in sustained professional development is therefore intended to strengthen classroom practice and improve outcomes for disadvantaged pupils over time. EEF – Effective Professional Development EEF – Putting Evidence to Work: A School's Guide to Implementation	

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

Budgeted cost: £23,725

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading Squad – structured small-group reading Training for teaching assistants in the Little Wandle approach and the delivery of structured reading sessions. Professional development in decoding, automaticity, prosody and comprehension. Training in selecting matched texts, modelling fluent reading and providing effective prompts and feedback. Opportunities for staff to share practice and review pupils' reading progress. Ongoing monitoring and professional dialogue to evaluate impact and identify further training needs.	Trained teaching assistants deliver Reading Squad three times each week, following the Little Wandle approach. The three sessions focus respectively on decoding, prosody and comprehension. In Reception, pupils begin with 1:1 reading in the autumn term, progressing to groups of 1:2 during the autumn term, 1:3 in the spring term and 1:6 in the summer term. In Years 1 and 2, pupils read in groups of six; in Years 3 and 4, groups comprise ten pupils. This planned progression provides regular supported reading practice while developing accuracy, expression, understanding and independence. Small-group tuition can have a positive impact on pupils' learning when teaching is focused on identified needs and delivered effectively. Reading fluency is an important bridge between word recognition and comprehension. Regular opportunities to practise decoding, prosody and comprehension can help pupils become more accurate, confident and independent readers. Small group tuition | Teaching and Learning Toolkit | EEF Improving Literacy in Key Stage 2 | EEF	1, 2

	Phonics | Teaching and Learning Toolkit | EEF	
Little Wandle Rapid Catch-up Purchase and implementation of Little Wandle Rapid Catch-up teaching resources and matched reading books. Staff training in the programme's teaching sequence, assessment and delivery. Development of staff expertise in identifying phonics gaps and using explicit modelling, corrective feedback and repeated practice. Regular collaboration between intervention staff and class teachers to review progress and reinforce learning in classroom reading. Ongoing monitoring of assessment outcomes to evaluate impact and identify next steps.	Pupils who have not secured the phonics knowledge and decoding skills expected for their age receive additional structured teaching through Little Wandle Rapid Catch-up. Assessment identifies gaps in grapheme–phoneme correspondence, blending and word reading. Teaching is matched to these gaps and includes explicit modelling and repeated practice. Progress is reviewed to ensure that pupils secure the knowledge needed to read increasingly challenging texts. Phonics approaches have a strong evidence base, indicating a positive impact on pupils' reading, particularly for younger pupils and those from disadvantaged backgrounds. Targeted phonics interventions can be effective when they provide regular, structured sessions over a sustained period and are matched to pupils' identified gaps in knowledge. Phonics | Teaching and Learning Toolkit | EEF Validated phonics programmes | Department for Education	1, 2
Targeted reading and fluency support	The school has purchased Little Wandle Fluency resources and assessments for pupils up to Year 4,	1, 2

Purchase and use of Little Wandle Fluency resources and assessments up to Year 4, and Collins Fluency books and assessments for Years 5 and 6. Staff training to develop understanding of reading fluency and effective approaches to modelling, prompting and feedback. Use of half-termly fluency assessments, alongside ongoing assessment and teacher judgement, to identify pupils requiring additional support. Collaborative review of pupils' progress to select appropriately matched texts and ensure support addresses identified needs. Ongoing monitoring of fluency development to evaluate impact and identify next steps.	and Collins Fluency books and assessments for Years 5 and 6. In Years 5 and 6, fluency is assessed every half-term. Assessment information identifies pupils who need further practice in accuracy, automaticity, pace or expression. Support is intended to help pupils read with greater fluency so that they can focus more fully on comprehension. Reading fluency is essential to successful reading comprehension. Pupils who read accurately and automatically are better able to direct their attention towards understanding the meaning of a text. The EEF recommends explicit teaching and regular opportunities to practise reading, with support matched to pupils' needs. Improving Literacy in Key Stage 2 | EEF Reading comprehension strategies | Teaching and Learning Toolkit | EEF	
Targeted writing support Provision of targeted writing support for pupils who have not yet secured key aspects of writing, including spelling, handwriting, sentence construction, grammar,	Pupils receive focused support in the aspects of writing they have not yet secured. This may include spelling, handwriting, sentence construction, grammar, vocabulary or the organisation and composition of ideas. Support is linked to classroom writing sequences and uses modelling, guided	1, 3

vocabulary and the organisation of ideas. Allocation of dedicated staff CPD and release time for teachers to collaboratively develop the writing curriculum, plan sequenced units and create high-quality modelled writing outcomes. Collaborative planning and professional development to strengthen teachers' subject knowledge, improve modelling and ensure consistency in the teaching of writing across year groups.	practice and scaffolding to help pupils apply learning more independently. Pupils' work and assessment inform the focus of support and its review. Writing is a complex process involving transcription and composition. Pupils benefit from explicit teaching, modelling and guided practice to develop the component skills needed to write effectively. The EEF's literacy guidance recommends supporting pupils to develop fluent transcription skills and teaching strategies for planning, drafting and revising writing. Feedback can also support improvement when pupils are given opportunities to act on it. Improving Literacy in Key Stage 2 | EEF Teacher Feedback to Improve Pupil Learning | EEF The Writing Framework | Department for Education	
Targeted mathematics support Use of Maths.co.uk assessment outcomes and teacher assessment to identify pupils requiring additional support with mathematical concepts, fluency and calculation. Delivery of targeted small-group or individual support linked to the current White Rose Maths	Additional mathematics support is informed by assessment, including Maths.co.uk, and linked to the learning sequence in White Rose Maths and the fluency approach supported by Number Sense. Pupils revisit key concepts, address misconceptions and practise essential number facts and procedures. Adults use modelling, representations, questioning and guided practice to strengthen	4

learning sequence and Number Sense approach. Use of explicit modelling, practical resources, pictorial representations and guided practice to address misconceptions and strengthen understanding. Additional opportunities to practise key number facts, calculation strategies and mathematical vocabulary. Regular review of pupils' progress to evaluate the impact of support and identify next steps.	understanding before pupils apply learning independently. Effective mathematics teaching develops both conceptual understanding and procedural fluency. The EEF recommends using representations and structures to help pupils make connections between mathematical ideas, alongside explicit teaching and opportunities for practice. Targeted small-group teaching can provide additional support for pupils who have not yet secured key concepts, particularly when it is informed by assessment and closely linked to classroom learning. Improving Mathematics in Key Stages 2 and 3 | EEF Small group tuition | Teaching and Learning Toolkit | EEF	
Speech, language and communication support Purchase and use of Speech and Language Link to support the identification and assessment of pupils' speech, language and communication needs. Training for staff to recognise potential speech, language and communication difficulties and understand how these may affect pupils' learning and participation.	Speech and Language Link is used to support the identification and assessment of pupils' speech, language and communication needs. Assessment information, classroom observation and discussion with families inform next steps. Support may focus on vocabulary, listening, understanding language, expressive language and communication. Where appropriate, the school works with relevant professionals to ensure that provision reflects pupils' identified needs. Speech and Language Link	1, 2, 3, 4

Use of assessment outcomes, classroom observations and discussions with families to identify appropriate support and next steps Delivery of targeted support focusing on vocabulary, listening, language comprehension, expressive language and communication, where appropriate. Collaboration with families and relevant external professionals to ensure provision reflects pupils' identified needs. Regular review of pupils' progress and the effectiveness of support to inform adjustments to provision.	supports identification and assessment; it is not itself an intervention programme. Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening or a combination of the two can support pupils' vocabulary, communication and understanding. The EEF identifies oral language approaches as particularly relevant when they are integrated into classroom learning and targeted to pupils' needs. Oral language interventions | Teaching and Learning Toolkit | EEF Special Educational Needs in Mainstream Schools | EEF	
Early language support - Nuffield Early Language Intervention (NELI) Purchase and implementation of the whole-class NELI programme and targeted intervention resources for Reception. Training for staff to deliver NELI effectively, including structured activities to develop vocabulary,	The school has purchased both the whole-class NELI programme and the targeted NELI intervention. The whole-class programme supports language-rich teaching in Reception. Pupils identified through assessment as requiring additional support can access targeted NELI, delivered by trained staff. The programme provides structured opportunities to develop vocabulary, listening, narrative and oral	1, 2, 3, 4

listening, narrative and spoken language. Delivery of targeted NELI sessions by trained staff for pupils identified through assessment as requiring additional language support. Use of assessment information and ongoing observation to monitor language development and identify pupils requiring further support. Regular review of pupils' progress to evaluate impact and inform next steps.	language skills. Progress is reviewed to inform next steps. Oral language interventions can improve children's language development and support early learning. The EEF's evaluation of NELI found positive effects on children's language outcomes. NELI provides structured opportunities to develop vocabulary, listening and narrative skills, with targeted support for children identified as needing additional help. Nuffield Early Language Intervention | EEF Oral language interventions | Teaching and Learning Toolkit | EEF	
Additional support for pupils with SEND Use of assessment, SEND provision plans and the graduated approach to identify and respond to the individual needs of disadvantaged pupils with SEND. Provision of targeted support, including pre-teaching, additional modelling, scaffolded practice and small-group or individual teaching where appropriate.	Pupils with SEND who are eligible for Pupil Premium receive support based on their individual strengths and needs. Provision is informed by teacher assessment, the graduated approach, SEND provision plans and, where appropriate, advice from external professionals and families. Support may include pre-teaching, additional modelling, scaffolded practice, small-group or individual teaching and adapted resources. The emphasis remains on access to high-quality teaching and the development of independence.	2, 3, 4, 5

Use of adapted resources and carefully planned strategies to remove barriers to learning while maintaining high expectations. Collaboration between class teachers, the SENDCo, teaching assistants, families and external professionals to ensure provision is appropriate and consistent. Ongoing review of pupils' progress and the impact of support, with adjustments made in response to changing needs and developing independence.	High-quality teaching is central to supporting pupils with SEND. The EEF recommends explicit instruction, scaffolding, flexible grouping and the use of assessment to identify and respond to pupils' needs. Teaching assistants can provide effective additional support when their work is structured, focused on learning and complements the teacher's instruction. Special Educational Needs in Mainstream Schools | EEF Making Best Use of Teaching Assistants | EEF	
Intervention monitoring, review and adaptation Establishment of clear intended outcomes for each intervention, with baseline assessments where appropriate. Regular review of pupils' progress using assessment information, observations, pupils' work and staff feedback. Professional discussion between teachers, teaching assistants and the SENDCo to evaluate the effectiveness of support.	Targeted support is planned with clear intended outcomes. Teachers and teaching assistants use assessment, observation, pupils' work and professional discussion to review progress. Where appropriate, baseline information is gathered before an intervention begins and progress is checked at suitable intervals. Provision is adapted, continued or discontinued in response to evidence of need and progress, ensuring that support remains purposeful and that pupils receive the right help at the right time. Effective implementation requires ongoing monitoring and evaluation. The EEF recommends that schools use evidence and assessment to	1, 2, 3, 4, 5

Adaptation, continuation or discontinuation of interventions in response to pupils' progress and changing needs. Ongoing monitoring to ensure interventions remain purposeful, effective and closely linked to classroom learning.	understand whether an approach is working in their own context, make adaptations where needed and ensure that provision is delivered as intended. Regular review helps staff identify whether pupils are making progress towards the intended outcomes and whether the support remains appropriate. Putting Evidence to Work: A School's Guide to Implementation | EEF Small group tuition | Teaching and Learning Toolkit | EEF	

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

Budgeted cost: £6,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance monitoring and support Regular monitoring of attendance and punctuality to identify emerging patterns and concerns. Early communication with families to understand and address barriers to attendance. Targeted support and attendance plans for pupils requiring additional help.	The DfE statutory guidance Working Together to Improve School Attendance emphasises the importance of a whole-school approach, early identification and supportive engagement with families. The EEF's review of attendance evidence also identifies the potential value of targeted family engagement and responsive approaches that address individual barriers to attendance. Working Together to Improve School Attendance – DfE Summary of Evidence: Supporting Attendance – EEF	6

Liaison with the Education Welfare Officer (EWO), where appropriate, to improve attendance. Review of attendance data to evaluate impact and identify next steps.		
Pastoral and emotional support Identification of pupils requiring additional pastoral or emotional support. Provision of targeted individual or small-group support to develop wellbeing, self-regulation and positive relationships. Liaison with families and external agencies where appropriate. Review of pupils' wellbeing and engagement to monitor impact.	Social and emotional learning approaches can have a positive impact on pupils' interaction with others, self-management and engagement in learning. The EEF identifies the value of both whole-school approaches that establish a positive ethos and targeted support for pupils with particular social and emotional needs. Social and Emotional Learning – EEF	5, 6
Family engagement and communication Regular, personalised communication with families to share information about pupils' learning, progress, attendance and wellbeing.	Parental engagement can have a positive impact on children's learning, particularly when communication helps parents to support learning at home. The EEF highlights the importance of positive, personalised communication, practical guidance for families and understanding individual circumstances so that barriers to engagement can be addressed. Strong	1, 2, 3, 4, 5, 6

Opportunities for parents to engage with school through meetings, workshops and curriculum events. Practical guidance to help families support learning at home, including reading, language development and homework. Working in partnership with families to identify and address barriers to learning and engagement.	relationships with families can also support work around attendance and wellbeing. Parental Engagement – EEF	
Access to educational visits and enrichment Funding or subsidising educational visits and enrichment activities to remove financial barriers to participation. Ensuring disadvantaged pupils can access the same curriculum experiences and wider opportunities as their peers. Providing opportunities to develop confidence, independence, curiosity and cultural awareness through experiences beyond the classroom.	The EEF identifies positive effects from participation in arts activities, including opportunities to develop creativity, confidence and wider skills. While this evidence relates specifically to arts participation rather than educational visits as a standalone intervention, it supports the wider value of ensuring pupils can access enriching experiences beyond everyday classroom teaching. Arts Participation – EEF	7

Curriculum enrichment and wider experiences Provision of additional enrichment opportunities to broaden pupils' experiences beyond the taught curriculum. Access to arts, music, sport, cultural activities and experiences that develop confidence, creativity and wider interests. Opportunities for pupils to develop positive relationships, teamwork, independence and a sense of belonging.	Enrichment opportunities can contribute to pupils' personal development and engagement. The EEF identifies positive effects associated with arts participation and social and emotional learning, supporting the importance of providing opportunities for pupils to develop confidence, relationships and wider skills alongside academic learning. Arts Participation – EEF Social and Emotional Learning – EEF	6, 7
Monitoring of wellbeing and engagement Regular monitoring of pupils' wellbeing, participation and engagement through staff observations and pupil voice. Identification of pupils requiring additional support to improve their sense of belonging and readiness to learn. Review of patterns and concerns to inform pastoral support and adapt provision where needed.	The EEF highlights the importance of developing pupils' social and emotional skills and creating the conditions in which they can engage positively with learning. Its implementation guidance also emphasises the importance of monitoring how approaches are working and adapting provision in response to evidence and need. Social and Emotional Learning – EEF A School's Guide to Implementation – EEF	5, 6

Contingency fund for acute and emerging needs Retention of a small proportion of funding to respond to unforeseen needs or changes in individual pupils' circumstances. Provision of additional resources, support or access to services where unexpected barriers to learning, attendance or wellbeing arise. Regular review of requests and expenditure to ensure funding is allocated appropriately and addresses identified needs.	The EEF's implementation guidance highlights the importance of understanding the needs of the school context, responding to emerging evidence and adapting approaches where necessary. A contingency fund is a practical way of retaining flexibility to respond to individual circumstances; it is a responsive funding approach rather than a specific intervention with a separately established impact estimate. A School's Guide to Implementation – EEF	5, 6, 7

Total budgeted cost: £60,450

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The school's review of the previous academic year considers the attainment and attendance of pupils eligible for Pupil Premium, alongside outcomes for the wider cohort. The evaluation draws on national assessment information, where available, the school's internal summative and formative assessments, pupils' progress from their starting points, and staff observations of pupils' learning, engagement and wellbeing.

St John Fisher is a one-form-entry primary school. The Year 6 cohort in 2025–2026 comprised 29 pupils, close to the school's maximum class capacity of 30. Outcomes are therefore considered within the context of a full-sized year group. The school recognises that cohort-level outcomes provide an important overview, but must be interpreted alongside pupils' individual starting points, learning needs and experiences.

Key Stage 2 combined reading, writing and mathematics

In 2025-2026, 22 of the 29 pupils in Year 6 achieved the expected standard in combined reading, writing and mathematics, representing 76% of the cohort.

The outcomes for pupils eligible and not eligible for Pupil Premium were as follows:

Group	Achieved expected standard in combined reading, writing and mathematics
Pupil Premium	57%
Non-Pupil Premium	82%
Whole cohort	76%

The outcomes indicate that a difference remained between the attainment of pupils eligible for Pupil Premium and those who were not eligible. This is an important consideration for the school's improvement work and has informed the priorities within the 2026-2027 strategy.

Nationally, 49% of disadvantaged pupils achieved the expected standard in combined reading, writing and mathematics in 2026, compared with 70% of pupils who were not disadvantaged and 63% of pupils overall. St John Fisher's Pupil Premium outcome of 57% was above the national disadvantaged figure. However, the difference between

disadvantaged and non-disadvantaged pupils within the school remained evident and continues to be an important focus for improvement. These national figures provide useful context, but comparisons should be considered alongside cohort size, pupils' starting points and individual learning needs.

Key stage 2 attainment

The school recognises that attainment must be considered alongside pupils' individual starting points and learning needs. However, the difference in outcomes reinforces the importance of ensuring that pupils experiencing disadvantage receive consistently high-quality teaching, timely support and opportunities to develop the knowledge and skills required to achieve the expected standard.

The results also demonstrate that pupils eligible for Pupil Premium can achieve the expected standard in combined reading, writing and mathematics. The school will build on this by ensuring that teaching remains ambitious and that additional support is precise, responsive and closely linked to identified learning needs.

Four pupils achieved greater depth in combined reading, writing and mathematics, representing approximately 14% of the Year 6 cohort. These outcomes were achieved by pupils who were not eligible for Pupil Premium. The school recognises the importance of ensuring that disadvantaged pupils are not only supported to achieve the expected standard, but are also provided with opportunities to develop depth, independence and higher-level thinking. This will remain an important consideration within classroom teaching, assessment and targeted support.

Early reading and phonics

The Year 1 phonics screening check outcome for 2025–2026 was 91%. Of the 22 pupils in the cohort, 20 achieved the expected standard and two did not.

This is a positive whole-cohort outcome and reflects the importance of maintaining a consistent approach to the teaching of systematic synthetic phonics. The school will continue to prioritise early identification of pupils who require additional support, regular opportunities to practise and apply phonics knowledge, and targeted teaching to address gaps in learning.

The progress and attainment of pupils eligible for Pupil Premium will continue to be monitored so that support is responsive to their needs and pupils are supported to develop secure early reading skills. The school will also continue to strengthen reading fluency and comprehension beyond the early stages of reading, recognising their importance in enabling pupils to access the wider curriculum.

Early Years Foundation Stage

The Reception cohort achieved a Good Level of Development outcome of 75%. This whole-cohort outcome is considered alongside ongoing assessment of children's communication, language and wider development.

The school recognises that early language development is fundamental to children's communication, confidence, social interaction and access to learning. Strengthening language provision in Reception remains a priority within the school's wider improvement planning, in response to the identified area for improvement in the Early Years Foundation Stage.

The school will continue to use assessment and observation to identify children who require additional support, provide opportunities to develop vocabulary and communication, and ensure that provision responds to children's individual needs. This is particularly important for children experiencing disadvantage, for whom early identification and appropriate support can help establish secure foundations for future learning.

Attendance, wellbeing and engagement

Attendance data for September 2025 to July 2026 was as follows:

Group	Attendance
Pupil Premium	96.99%
Non-Pupil Premium	97.45%
Difference	0.46 %

Attendance for pupils eligible for Pupil Premium was 96.99%, compared with 97.45% for pupils who were not eligible. The difference was relatively small; however, the school recognises that regular attendance is essential to pupils' learning, progress and wider participation in school life.

Attendance is considered alongside other information, including staff observations, behaviour, pupil engagement and wellbeing. These sources help the school identify emerging concerns and understand whether individual pupils may be experiencing barriers to learning or participation.

Attendance will remain a focus of the Pupil Premium strategy. The school will continue to monitor patterns of absence and punctuality, work with families to understand and address barriers, and provide appropriate support where concerns arise. The school's wider pastoral approach will also continue to promote pupils' wellbeing, relationships and sense of belonging.

Evaluation and implications for the current strategy

The review of outcomes from 2025-2026 has informed the priorities for the 2026-2027 Pupil Premium strategy. The school's outcomes demonstrate that pupils eligible for Pupil Premium can achieve well, including in phonics and combined reading, writing and mathematics. The school's combined RWM outcome for disadvantaged pupils was above the national disadvantaged figure. However, the difference in attainment between pupils eligible and not eligible for Pupil Premium within the school indicates that further work is required to ensure that pupils experiencing disadvantage achieve consistently strong outcomes.

The Year 1 phonics outcome of 91% is encouraging and supports the school's continued commitment to systematic synthetic phonics, early identification and targeted teaching. The school will build on this foundation by maintaining a focus on reading fluency and comprehension as pupils progress through the school.

The Reception GLD outcome, considered alongside the identified area for improvement in early language, reinforces the importance of strengthening oral language and vocabulary development. This will remain a priority, with assessment and provision used to identify and respond to children's needs as early as possible.

The attendance difference between pupils eligible and not eligible for Pupil Premium was relatively small. Nevertheless, attendance, wellbeing and engagement remain important elements of the strategy, as they influence pupils' access to learning and wider school experiences.

The school's approach for 2026-2027 will therefore continue to prioritise:

- Consistently high-quality teaching and adaptive practice.
- Strengthening oral language and vocabulary development.
- Improving reading fluency and comprehension.
- Developing writing attainment and the quality of written composition.
- Strengthening mathematical fluency and secure conceptual understanding.
- Using assessment to identify gaps and learning needs promptly.
- Providing targeted support that is closely linked to classroom teaching.
- Supporting attendance, wellbeing and engagement.
- Ensuring equitable access to educational visits and enrichment.

The school will review the impact of provision throughout the academic year using assessment information, pupil progress, attendance data, pupil voice and staff observations. Where evidence indicates that an approach is not having the intended impact, provision will be reviewed and adapted. This will ensure that Pupil Premium expenditure remains focused on the barriers identified and supports pupils to make strong progress from their individual starting points.

The school's evaluation of the previous year has therefore informed the priorities and planned expenditure for 2026-2027. The strategy will continue to be reviewed during the year, with adjustments made where necessary to ensure that provision remains responsive to pupils' needs and supports the intended outcomes set out in the strategy.

Externally provided programmes

Programme	Provider
Little Wandle Letters and Sounds Revised	Little Wandle
Little Wandle Fluency	Little Wandle
Little Wandle Rapid Catch-up	Little Wandle
Collins Fluency	Collins
Nuffield Early Language Intervention (NELI)	Nuffield Foundation
Speech and Language Link	Speech Link Multimedia Ltd

White Rose Maths	White Rose Education
Number Sense Maths	Oxford University Press
Maths.co.uk	Orchard Digital Limited
Spag.co.uk	Orchard Digital Limited