Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St John Fisher Catholic High School
Number of pupils in school	950
Proportion (%) of pupil premium eligible pupils	13% (163)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2023/2024 2024/2025 2025/2026
Date this statement was published	18 Dec 2025
Date on which it will be reviewed	Dec 2026
Statement authorised by	Steve Mort Headteacher
Pupil premium lead	Andrea Joy Assistant Headteacher
Governor / Trustee lead	Stephen Gregson, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£115,160
Recovery premium funding allocation this academic year	£0
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	£115,160

Part A: Pupil premium strategy plan

Statement of intent

As a Catholic school we place Gospel values at the heart of our community, promoting the growth of the whole child, ensuring that they make the best of their talents through the many opportunities we offer and guiding the development of their faith. We pride ourselves not only on the academic and enrichment achievement of our students but also in the spiritual and pastoral care that they receive during their years with us.

At St John Fisher, we are committed to raising outcomes and improving opportunity for pupil premium students through a broad and rich curriculum. We promote an ethos of high expectations for all students and do not stereotype students in receipt of the pupil premium as being a group with less potential to succeed. 13% of students at the school are in receipt of pupil premium and we have an individualised approach to supporting these students throughout all key stages.

Our focus is primarily on high-quality teaching within the classroom and we provide training for all our staff each year on research-based strategies that are proven to work particularly well for 'disadvantaged' students. We also develop our support staff, TAs and pastoral support staff, to support these students both within and outside of the classroom. We ensure that our focus is upon outcomes for individual students and we make our strategic decisions by tracking progress based upon data using the school assessment points as well as by listening to student voice.

Our ultimate objective for our disadvantaged students is that they make the same excellent progress as our non –pupil premium cohort. We will continue to employ and evaluate evidence-based strategies, appropriate to our context, to break down identified barriers in our disadvantaged cohort whilst maintaining or improving the progress of the whole cohort.

Challenges

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

Challenge number	Detail of challenge
1	**Quality First Teaching** Evaluation of our Quality First Teaching highlights that a proportion of our PP eligible students do not actively engage with their learning as effectively as they could. Throughout 2025-26, we will continue to ensure the consistent application of our Learning Framework which prioritises high expectations, explicit instruction, deep thinking, metacognition and assessment Class teachers will identify barriers for learning and employ adaptive strategies to minimise these barriers. As appropriate, additional resources will support students in independent revision and application and Year 11 students will be prioritised for targeted intervention as part of our Study Plus offer
2	**Reading** The attainment of PP students in reading fluency on entry to secondary school is lower than non disadvantaged, which potentially could hamper their progress throughout KS3 and KS4. Upon entry to SJF, 25% of disadvantaged pupils in Year 7 have a scaled score of less than 100 in literacy compared with 16.3% of non disadvantaged students. If not responded and if the appropriate interventions not applied, the gap will widen.
3	**Wellbeing** Cultivating positive mental wellbeing and emotional resilience in disadvantaged students. Our assessments, observations and discussions with students and families have identified social and emotional issues for many students and a lack of resilience and confidence in their own learning. 43% of referrals for both internal and external support have been for our disadvantaged students though they make up only 13% of the student population.
4	**Personal Development** Providing Pupil Premium students with access to cultural capital. Our school is situated in an affluent area of Harrogate and as a result, there are very significant gaps in cultural capital and social confidence between our Disadvantaged and Non-Disadvantaged students which can impact the

	sense of belonging that all students need if they are to benefit from the richest possible curriculum.
5	**Attendance** Attendance of disadvantaged students is lower on average than non-disadvantaged. Year to date figures show 87.8% attendance for disadvantaged students compared with 95.7% attendance for non-disadvantaged. Whole school PA in the YTD is 12.4% compared with a figure of 34.1% for disadvantaged students. Students cannot learn if they are not at school and low attendance is a major barrier to achievement. There is strong research evidence to suggest that 'well-targeted support to improve attendance' is an effective use of disadvantaged funding

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
Quality First Teaching Improve the progress of Pupil Premium students through high quality teaching and learning	Evaluation will show high quality teacher explanations including modelling and scaffolding and students being taught and using strategies for review, recall and retrieval. Students will demonstrate greater levels of independence in their learning, will be more engaged and demonstrate positive learning traits with more successful completion of revision, homework and recall of knowledge.
Reading To improve reading abilities for all pupils	Whole school literacy strategy will focus on reading and improving literacy. Curriculum for life literacy strategy in KS3 with a focus on dedicated reading strategy will see a reduction in the gap in PP reading scores compared to all students as students progress through the school. Fluency of reading improves. Disciplinary reading approaches in action will be seen in the classroom. Reading age tests, internal tests and speech and

	language assessments show improved scores for our PP eligible students.
Wellbeing Improve wellbeing of disadvantaged students by providing excellent pastoral support	Regular meetings of all key staff will enable holistic and rapid response to student need which will be cascaded to update staff with support for these students
Personal Development Ensure all PP students have access to opportunities to acquire cultural capital to support progress and enrich their education. To achieve and sustain improved wellbeing, belonging and inclusion for all students so they can thrive	Increased positive responses to Period 1 Curriculum for life as measured through termly RRS progress cores. Fewer negative behaviour incident and sustained RRS scores of 3 or 4. Improved attendance at extra curricular activities, participation in trips and visits
Attendance To sustain and build upon the 2% increase in PP student attendance between 2022 and 2024	To improve attendance for students eligible for PP by at least 2% in this strategy and aim to close the gap in attendance between them and their non disadvantaged peers. Sustained high attendance from 2024/5 demonstrated by: • Overall attendance rate for all pupils being no less than 95% and the attendance gap between disadvantaged and non-disadvantaged peers narrowing and close to national figures. • The percentage of all pupils who are persistently absent being below 15% and the figure among the disadvantaged pupils narrowing and close to national figures.
Improved metacognitive and self-regulatory skills among disadvantaged students across all subjects	Evidence (teachers, observations, ATL and RRS data) will show that disadvantaged students are: • Confident learners with positive attitudes to learning who are able to regulate their own learning • Book scrutinies show a high level of challenge and resilience, where students are not afraid to make mistakes • Independence in homework completion leading to a reduced number of sanctions for failure to complete homework

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: £57,580

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improving quality first teaching across the school through CPD and effective QA, leading to improved engagement and narrowing of the gap between PP and NPP students	EEF report suggests disadvantaged students are affected disproportionately by quality of teaching.	1, 2
Continue to develop reading / literacy strategies across the curriculum • Implementation, monitoring and review of Sparx reader programme • Disciplinary Literacy • Oracy Strategy • Form time reading • Staff CPD	Reading, comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English Improving Literacy in Secondary Schools | EEF (educationendowmentfoundation.org.uk) Reading comprehension strategies are high impact (+7 months)	1, 2
Continue to develop foundational knowledge and numeracy strategies using Sparx Maths	https://www.nationalnumeracy.org.uk	1,2
Continue to improve personalised and academic support for disadvantaged students e.g. through use of teacher class profiles, key information (4i) and ongoing tracking and	EEF research: Social and emotional learning +4 months progress	1, 3, 5

targeted interventions to analyse and monitor their progress		
Develop metacognitive and self-regulation in all pupils	Teaching metacognitive strategies will help students to understand and take ownership of their own learning, through the teaching of specific strategies. (+7 months) Metacognition and Self-regulated Learning | EEF (educationendowmentfoundation.org.uk)	1,2, 3, 5
Use of 4i and class profiles to identify and discuss PP progress, barriers to learning and agree strategies	EEF research consistently focuses on the quality of leadership as a defining factors at all levels	1, 5

Targeted academic support (for example, tutoring, one-to-one support structured interventions)
Budgeted cost: £28,790 speak to Emma

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide targeted interventions in KS3 & KS4 to close the gap on entry to key stages	EPI research indicates pupils from disadvantaged backgrounds have been amongst the biggest losers as a result of the pandemic.	1, 2, 5
Purchase and fully implement Sparx Reader as part of our Reading strategy	Research and school case studies indicate that Sparx Reader boosts literacy. Studies shows that a strong positive relationship was found between amount of reading and increase in reading age. Students who earned 300 SRP per term-time week progressed at an average rate of 1.44 years per year: an additional 5.3 months' progress. In the same study pupil premium students made more progress for each given amount of weekly reading than non-PP students.	1,2
All Year 7 students to undertake standardised diagnostic assessments and internal baseline assessments. Year 7 Reading test on entry to SJF	Standardised tests can provide reliable insights into the specific strengths and weaknesses of our students to ensure they received appropriate support through interventions and teacher input	1,2

Striving for Success: Host revision skills meetings to promote engagement with parents and support them in their child's education at home Revision materials will be produced and subscription to useful revision websites in different subject areas will be continued	Students. parents and staff feedback has been positive about the use of this approach Examination outcomes 4-I Panel Meetings Inclusion Team Meetings	1, 2, 3, 4, 5

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

Budgeted cost: £28,790 check with Emma

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of an Attendance Officer and Education Welfare Officer to improve attendance for Pupil Premium students and therefore narrow/ close the gap between PP and non PP	Assessment data and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.	1,2, 4, 5
Further improve wellbeing provision for our pupil premium students e.g. Wellsprings Counselling	Improvements have been noted in schools which 'worked to improve pupils' social and emotional skills where these have been barriers to learning' and this is why we use some of the funding to support pastoral provision. (*The Pupil Premium: How schools are spending the funding successfully to maximise achievement*, Ofsted.) Some of our disadvantaged students need additional support to build their confidence and motivation.	1, 4, 5
Improve wellbeing and engagement for our previously Looked After children to enable them to recover well from adverse childhood experiences and achieve better outcomes	In 2019, the average Attainment 8 score for looked after children in England was 19.1, compared to 44.6 for non looked after children. (Source: DfE, 2020a)	1, 3, 5

Encourage involvement of disadvantaged students in the wider life of the school, providing super-curricular and extra-curricular opportunities for PP students to enable them to acquire cultural capital	Social Mobility commission stated 64% of students from high income households take part in sport compared to 46% disadvantaged.	4
Improved communication with parents - become more proactive in taking opportunities to increase contact with parents by inviting them to participate in parents voice and support sessions in school	EEF guidance suggests interaction with parents improves outcomes by up to 2 months	1, 3, 4, 5
Hardship fund for acute issues arising	We have identified a need to set out a small amount of funding to enable us to respond quickly to needs that have not yet been identified	All

Total budgeted cost: £115,160

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 2020 to 2021 academic year.

Key findings from the academic year 2024-25 are outlined below:

Key Stage 4 performance measures have been published for GCSE students in 2025. Key headline measures show that the school achieved some of the best results in recent years.

Attainment 8 scores for all pupils remains well above national average and the percentage of students achieving Grade 5 and above in English and Maths is 62% and 79% for students achieving a grade 4 and above. Unfortunately in 2025, the attainment gap between PP pupils (14 students) and non PP pupils remains a gap evidenced by 50% of PP students achieving Grade 4 in English and Maths.

Attendance of PP students has improved by 5% in Autumn 2025-26 compared to PP student attendance in December 2024 (87% YTD in 2025 compared to 82.6% at the same time point in 2024. This is encouraging and shows the impact that the attendance and pastoral team are having on attendance headline figures. This is also having a positive impact in reducing the number of persistently absent students. The attendance team continue to work closely with the recently appointed Education Welfare Officer whose focus is firmly to identify key groups and cohorts for intervention and support.

We have supported and encouraged students to have full access to broad educational experiences, such as residential courses, religious retreats, sporting events and career linked and music opportunities. We have funded or part funded 234 separate trips and visits for PP students. We have ensured opportunities within the curriculum for subjects to develop cultural capital and that the curriculum is poverty proofed as effectively as possible. We have used surveys to analyse the patterns of engagement in extra-curricular activity and develop a strategic approach to engage disadvantaged student.

We have restructured our school day and redesigned ‘form time’ to ‘Lesson 1 ‘Curriculum for Life’, to ensure personal development, the reading strategy and the support of the tutor is key. We work hard to develop cultural capital in the curriculum and involve PP students in trips and enrichment activities but this needs to remain a focus and staff must ensure that disadvantaged students are prioritised.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
CAT	GL Assessment
Accelerated Reader	Renaissance Learning
Sparx Reader	Sparx Learning
Mental Health and Wellbeing Support	Wellbeing in Mind Team
Counselling	Wellsprings
One to One bespoke intervention programmes	Student Support Officers

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Additional Activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- utilising support from our local Mental Health Support Team and local behaviour hub, plus funding for CPD from the local authority's Wellbeing for Education Recovery budget, to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged pupils.

We used the EEF's implementation guidance to help us develop our strategy and will continue to use it through the implementation of our activities.