

Pupil Premium Strategy Statement 2025-2028

This statement details our school's use of pupil premium, 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

Metric	Data
School name	St John Fisher RC Primary, Merton
Pupils in school	399
Proportion of disadvantaged pupils	10% - 39 pupils
Pupil premium allocation this academic year	£54,540 Pupil Premium Grant
Academic year or years covered by statement	2025-2026
Publish date	December 2025
Review date	April & July 2026 – review progress termly
Statement authorised by	Janine Kenna
Pupil premium lead	Claire Ellerker
Governor lead	Louisa Asgill

Our context

In January 2025, almost 2.2 million pupils were eligible for free school meals, 25.7% of all pupils. This is an increase of 77,700 pupils since January 2024, when 2.1 million (24.6%) pupils were eligible for free school meals and continues the increasing trend that began in 2018/19.

The continuing year on year increase in the number and rate of pupils eligible for FSM reflects the continuation of the transitional protections described above. There is an increasing number of pupils who are FSM eligible as pupils flow on to free school meals when becoming eligible, but protections mean pupils do not flow off in similar quantities.

At St John Fisher, the number of disadvantaged pupils is lower than the national average of 21% (2023-2024). At St John Fisher, it was 10% in September 2025, which equates to 39 children in receipt of Pupil Premium.

In addition, of the 39 PP children, 41% (16) are girls, 59% (23) are boys, 23% (9) are EAL, 31% (12) are also SEND and 33% (4) of the PP with SEND children, have an EHCP.

Funding Overview

Please see a detailed breakdown (on the next page) of the pupil premium funding and how it is spent.

1 Teaching

Quality First Teaching continuing to be supported by CPD for staff around Rosenshine's principles (retrieval practice, modelling, scaffolding etc).

School Development Priorities on 'Writing' and 'Maths'.

Cross phase moderation of 'writing'.
Cluster phase moderation of 'writing'.

Focus on pleasure for reading, reading TfW texts and rich reading resources.

Testbase tests support assessment for learning. Use of Testbase standardised tests (Y1-6) for gap analysis and curriculum adaptation.

Continued Professional Development for subject leaders across the curriculum.

Secure the 'component' knowledge taught in foundation subjects across the curriculum.

PUPIL PREMIUM ALLOCATION

Pupil Premium Grant

£54,540 Allocation

- Music lessons
- Clubs
- Trips
- Residentials
- Learning resources
- Yr 4 Swimming
- Jigsaw4U Worker
- SEN HLTA
- Booster groups
- Target groups
- School Development Priorities: Oracy and Writing
- School Development Priorities: Maths
- Continued subject leader development

2 Targeted academic support

Perceptual reading.
Precision teaching.
SALT sessions.
Booster groups.

3 Wider strategies

Embedding of new 'Life to the Full Plus' PHSE & RSE programme.

Use of Jigsaw 4U worker to support identified pupils.

SEN HLTA

EWP support worker in school

Statement of Intent

At St John Fisher, we target the use of the Pupil Premium Grant funding to support our disadvantaged pupils and other groups. We provide excellent teaching, enabling them to learn to be the best that they can be, 'loving, learning and achieving'. Our school motto, **'Together we grow in God's love, learning to be the best we can be'** reflects our vision; to strive for every pupil to grow emotionally and spiritually, to set and reach aspirational goals, gaining a lifelong love of learning regardless of their starting points or individual experiences and motivation. Through the inspiration to **'Love, Learn, Achieve'** our pupils should leave our school inspired, valued and cared for, equipped with the necessary skills, values and attitudes for their next stage in education.

We are aware that pupils in receipt of this pupil premium funding may have additional barriers and challenges to face when it comes to their learning and life opportunities. At St John Fisher, we strive to ensure that all pupils are supported with overcoming any challenges or barriers and that they aspire to reach their potential.

Ultimate objectives

- Develop confidence in their ability to communicate effectively in a wide range of contexts across school and home life.
- Ensure ALL pupils are able to read fluently at 95% accuracy and with good understanding to enable them to access the breadth of the curriculum.
- Develop their long-term memory, enabling them to 'Know more, remember more and do more', thus impacting on their knowledge and skills used within our enriching curriculum.
- Provide a broad range of opportunities to develop the essential knowledge and cultural capital that the pupils need to succeed.

How we aim to achieve this:

- Early identification of barriers and challenges that individuals face.
- Tracking and assessment, identifies pupils to target and support with specified interventions; this addresses identified gaps in learning through small group or 1:1 activities.
- 'Quality First Teaching' and 'Rosenshine's Principles in Action' are promoted and continually developed across the school, through high quality CPD for all staff.
- Social, emotional and mental health needs are addressed by trained staff.
- Nurture groups by trained staff, provide pupils with opportunity to access learning within the classroom and beyond.
- Pupil premium funding is targeted to enable pupils to have the opportunity to access enriching activities such as music and sport.
- Pupil premium funding is also targeted to ensure pupils have access to trips, residential and other experiences that they may not have access to.

Challenges

This details the key challenges to achievement that we have identified among our children in receipt of the pupil premium grant.

Challenge Number	Details of Challenge
Priority 1	Oracy Limited vocabulary and oracy skills on entry, restricting pupils' ability to articulate ideas and access the curriculum.
Priority 2	Writing Our assessments and observations indicate that the education and wellbeing of many of our children in receipt of the pupil premium grant have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing.
Priority 3	Maths Our assessments and observations indicate that the education and wellbeing of many of our children in receipt of the pupil premium grant have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.
Priority 4	Ready to learn Many pupils who have receipt of the pupil premium grant, do not have access to wider opportunities, such as music, sport, trips, residentials and life experiences. We aim to ensure that cultural capital will not impact on the opportunities available and on offer to our pupils, enabling access for all.
Priority 5	Attendance Attendance and engagement issues among some disadvantaged pupils, limiting their access to the full curriculum.

Disadvantaged pupil progress scores for last academic year (2024-2025)

Measure correspondent	Score
Reading	No progress recorded from KS1 – due to COVID
Writing	
Maths	

Strategy aims for disadvantaged pupils

Measure	Score			
Meeting expected standard at KS2	Attainment - Expected Standard (Disadvantaged) July 2025			
	Reading	Writing	Maths	RWM
	56%	33%	56%	33%
	Target - Attainment Expected Standard (Disadvantaged) July 2026			
	Reading	Writing	Maths	RWM
	67%	33%	100%	33%

Measure	Score			
Achieving high standard at KS2	Attainment - Greater Depth Standard (Disadvantaged) July 2025			
	Reading	Writing	Maths	RWM
	22%	0%	22%	0%
	Attainment - Target Expected Standard (Disadvantaged) July 2026			
	Reading	Writing	Maths	RWM
	0%	0%	17%	0%

Teaching priorities for previous academic year (2024-2025)

Measure	Activity
Priority 1 - Writing	Review the writing process across the school, including reviewing spelling and model texts chosen.
Priority 2 - Maths	Embed the use of the White Rose Maths resources across all year groups, continue work with the Maths Hub and embed the use of Mastering Number across the school, ensuring key facts are embedded into the pupils' long-term memory.
Priority 3 - Ready to learn	Provide support with resources and stationery. Emotional support with ELSA, JIGSAW4U and EWP support worker.
Barriers to learning these priorities address	Identified gaps in prior knowledge and skills preventing access to new learning.
Projected spending	Writing and Maths - £17,647 Ready to learn - £32,500

Teaching priorities for current academic year (2025-2026)

Aim	Target	Target date
Oracy	Pupils articulate ideas clearly, listen actively and engage confidently in dialogue.	July 2026
Progress in Reading	PP pupils progress above '0' (National).	July 2026
Progress in Writing	PP pupils progress above '0' (National).	July 2026
Progress in Mathematics	Increase PP pupils' progress from -0.81 to +0. (Non-SEN/PP)	July 2026
Phonics	PP pupils to achieve national benchmark in PSC.	July 2026
Ready to Learn	Provision plans are evident; adaptations enable access to learning; progress data shows diminishing gaps for SEND/disadvantaged pupils.	July 2026
Attendance	Attendance for disadvantaged pupils is above 95%; reduction in persistent absence; pupil voice and behaviour logs show increased engagement.	July 2026

Targeted academic support for current academic year (2025-2026)

Measure	Activity
Priority 1 - Oracy Pupils articulate ideas clearly, listen actively and engage confidently in dialogue.	Oracy St John Fisher aims to continue to develop our work on the Oracy Framework , ensuring pupils articulate ideas clearly, listen actively and engage confidently in dialogue. Disadvantaged pupils demonstrate improved oracy in classroom discussions and assessments; monitoring shows increased participation and vocabulary range.
Priority 2 - Writing Writing outcomes improve across year groups; disadvantaged pupils achieve in line with their peers and above national benchmarks; work scrutiny shows progression in technical accuracy and composition.	Writing St John Fisher aims to raise attainment in writing for all pupils. We aim to review and adapt how writing is taught. We aim to review the writing process in each year group and focus on sentence level work, following the Merton Writing Project review and the DFE Writing Framework (2025). Narrowing the gaps in cumulative knowledge and developing stamina as writers by providing quality first teaching for all, adapted teaching for individuals.
Priority 3 - Maths Assessment data in Maths is accurate and used to adapt teaching; disadvantaged pupils' progress is tracked with greater precision; internal moderation evidences reliability of judgements.	Maths St John Fishers aims to embed the use of the NCETM Maths Mastery resources across all year groups (over time), continue work with the Maths Hub and embed the use of Mastering Number across the school, ensuring key facts are embedded into the pupils' long-term memory, providing quality first teaching for all, adapted teaching for individuals. Cross phase, whole school, cluster, Trust and LA moderation to support accurate assessment and gap analysis.
Priority 4 - Ready to learn Provision plans are evident; adaptations enable access to learning; progress data shows diminishing gaps for SEND/disadvantaged pupils.	Ready to learn St John Fisher aims to provide a range of resources to support individuals and enable them to be ready and equipped to learn. We have a proportion of disadvantaged pupils also with SEND, requiring tailored provision and adaptive teaching . We aim to provide support with resources and stationery. Emotional support with ELSA, JIGSAW4U and EWP support worker, alongside a range of wider strategies, including Zone of Regulation .
Priority 5 - Attendance Attendance for disadvantaged pupils is above 95%; reduction in persistent absence; pupil voice and behaviour logs show increased engagement.	Attendance St John Fisher aims to work with families to support improved attendance and engagement for disadvantaged pupils. School awards for attendance. Postcards home for improvements in attendance and engagement. Continued work with the school Education Welfare Officer.
Barriers to learning these priorities address	Strengthened teacher subject knowledge and pedagogical skill. Supporting access for all within quality first teaching. Encouraging active engagement from pupils.
Projected spending	Oracy, Writing and Maths - £8,840 Ready to learn - £45,700

Wider strategies for current academic year (2025-2026)

Measure	Activity
Priority 3 - Ready to learn	Use of Jigsaw4U home school links worker to target social and emotional support where pupils are identified as in need.
	Use of ELSA trained TAs to provide support for identified pupils. Experienced and well qualified TA appointed as support for the SEN department.
	Increase uptake of extra-curricular clubs and activities by disadvantaged pupils, including swimming, music lessons and attendance on school trips and residential.
Barriers (to learning these priorities address)	Emotional needs leading to increased vulnerability and/or limiting pupils' ability to fully access learning opportunities.
Projected spending	£45,700 – towards a Jigsaw4U worker & SEN HLTA. Plus clubs, Yr. 4 swimming, music, trips, residential.

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching and Learning	Consistency of quality first teaching across all lessons for all pupils. Ensuring adaptive teaching to support individual pupils as needed.	Whole school CPD on 'quality first teaching', using the Rosenshine Principles and subject leader CPD, addressing access for all and adaptive teaching.
Targeted support	Pupil attendance for SEND/ Disadvantaged pupils may be reduced.	Build relationships between pupils and staff, plus a high profile of the importance of tutoring sessions and full attendance.
Wider strategies	Barriers to openness with Jigsaw4U worker. Consistency of implementation. Parental and pupil engagement. Prioritisation of protected ELSA time.	ELSA and Jigsaw4U continue to be provided despite other timetable adaptations. They are given priority. Financial support with resources and trips.

Review: last year's aims and outcomes (2024-2025)

Aim	Outcome
READING PP pupils progress above '0' (National).	No KS1 progress due to COVID.
WRITING PP pupils progress above '0' (National).	No KS1 progress due to COVID.
MATHS Increase PP pupils' progress from -0.81 to +0. (Non-SEN/PP)	No KS1 progress due to COVID.
PHONICS PP pupils to achieve national benchmark in PSC	Year 1 Phonics School: PP: 100% (5 pupils) National: Overall: 80% Year 2 Phonics School: PP: 0% (2 pupils) National: Overall: 50%