Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) funding, for the current academic year, 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 College
Number of pupils in school	958 (Year 7-Year 11) 224
Proportion (%) of pupil premium eligible pupils	23% (224 learners)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2025 -2028
Date this statement was published	21/08/2026
Date on which it will be reviewed	Following full analysis of 2025-2026 outcomes and then end of each term and 01/09/2027.
Statement authorised by	Garrett Murray (Headteacher)
Pupil premium lead	Celia Teague (Assistant Headteacher)
Governor / Trustee lead	Bev Alaimo (Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£244,130
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	£244,130

Part A: Pupil premium strategy plan

Statement of intent

At St John Fisher Catholic College, our aim is that all learners, irrespective of background or vulnerability have equal access to opportunities offered, make good progress and achieve high attainment. Our aim is to educate all our learners to achieve academically, to develop confidence, resilience, metacognitive and self-regulation strategies and to understand how to keep themselves safe. Ultimately, it is our intention for all our learners to be in a position to have and to make choices that will enable them to live independent, full lives.

This pupil premium strategy statement is developed from the commitment that all staff members are responsible for the progress and attainment of learners who are disadvantaged, and it outlines distributed leadership which holds all staff accountable for their role in developing quality provision for such learners. Our approach will be responsive to common challenges and individual needs. There will be a focus on the barriers faced by groups of learners who are disadvantaged, including those who are already high attainers and evaluation activities will enable understanding of the strategies that are most effective.

The strategy prioritises further development of adaptive teaching because this is proven to have the greatest impact on closing the disadvantaged attainment gap whilst benefitting all learners. Prioritised within the strategy is professional development and ongoing quality assurance to enable staff to understand most impactful approaches and to deliver quality provision that meets the needs of learners who are most vulnerable. Activities outlined within the strategy are intended to meet the challenges of all learners who are vulnerable including those with SEND needs, learners who have a social worker, those with SEMH concerns and low resilience, regardless of whether they are disadvantaged or not.

During 2026 to 2027 the implementation of St John Fisher Catholic College's Inclusion Strategy will further build on current priorities and processes to ensure equitable, high-quality education and a sense of belonging for every student.

Challenges

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

Challenge number	Detail of challenge
1	**Reading:** Lower levels of reading comprehension for learners who are disadvantaged, impacts progress in all subjects. This is evident from entry to Year 7 and reading intervention is required both for the weakest readers (who require phonics teaching) and learners whose reading is weaker than expected so that their access to the curriculum is not hampered.

2	**Attainment and progress:** The attainment gap widens for learners who are disadvantaged as they progress towards GCSE. Self-evaluation activities during 2025 – 2026 show a greater number of disadvantaged and vulnerable learners to be passive in their learning and they are hindered in accessing new knowledge due to the variety of tasks rather than routine and repetition. Explicit teaching of core skills such as literacy needs to continue to underpin accelerated progress.
3	**Behaviour for learning:** School data shows that an increased number of learners entitled to Pupil Premium, struggle with self-regulation in terms of behaviour and struggle to understand and follow school expectations and basic school routines.
4	**Resilience and social / emotional need**: There are increased numbers of learners amongst the whole cohort, struggling with personal resilience, greater emotional need and mental health concerns. Data shows that this is disproportionately affecting outcomes for learners who are disadvantaged with high percentage of learners who are disadvantaged also having lower attendance and also having a safeguarding need currently or in the past.
5	**Ready to learn:** Having the correct equipment and compliance with school uniform has been a barrier to full engagement with learning, particularly for learners who are disadvantaged. Learner voice, staff voice and parent voice has been positive in showing understanding of the connection between readiness in these areas and good learning and progress.
6	**Attendance and punctuality:** Attendance is improving, and persistent absence is reducing across all groups. However, the rate of improvement for learners who are disadvantaged and otherwise vulnerable is slower than improvement for learners who are not. The rate of improvement needs to accelerate, and the gap needs to narrow more rapidly. Punctuality for this group is also lower.
7	**Experiences and cultural capital:** School assessment and observations indicate that learners do not have the background knowledge due to limited experiences to be able to make connections and create conceptual schema on which to base their learning.

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
Improve reading comprehension among disadvantaged learners. (Challenge 1)	General: A culture of daily shared reading is maintained across the school and EEF reciprocal reading underpins shared reading. Learning walks and book scrutiny demonstrate improved engagement in lessons and improved skills and confidence in reading. Reading assessments, through reading tests and interventions such as Hachette assessments, Lexonic, Switch On and Fresh Start Phonics, demonstrate improved comprehension skills amongst learners who are disadvantaged. The gap is closing between the scores of learners who are disadvantaged and those who are not. Quality assurance activities develop understanding of the impact of the whole school reading strategy for learners who are disadvantaged. Literacy Lead:

	Autumn Term: • Learner reading ages are shared through the SJF team and through Arbor. • CPD to support teacher understanding of reading ages and curriculum access, continuing to clarify the whole school reading strategy including the Preparation Stage and reciprocal reading approaches. • Continue to monitor impact of teaching and targeted academic support from initial capture of baseline data. For example, reading ages of learners entitled to PP in comparison with non-disadvantaged learners; data for identified learners at the start and end of targeted reading interventions. • Collect case studies / voice to show impact of the strategy alongside hard data. • Secure Hatchette baseline assessments. Spring Term: • Impact of targeted academic support is seen in outcomes of programmes such as Lexonic, Fresh Start and Switch On and shared by the Literacy Lead. This can include both **hard data** and **case studies/voice** to show impact. Summer Term: • End of year data shared to show impact of teaching of reading (reading ages of learners who are PP in relation to those who are not) and impact of targeted academic support (eg. Lexonic, Fresh start and Switch On) in both one-to-one interventions and group interventions. This can include both **hard data** and **case studies/voice** to show impact.
Improve attainment among disadvantaged learners, at the end of KS 4 in Maths and English. Close gaps of learners who are disadvantaged so that their attainment and progress, by the end of KS4, is in line with that of non-disadvantaged learners. (Challenge 2)	**General** success criteria: Inclusive, adaptive teaching will positively impact GCSE outcomes for learners entitled to PP. The intention is to reduce gaps between learners who are entitled to PP and those who aren't and, over the 3-year period, to close the Progress 8 gap and the Attainment 8 gap. Year 11 GCSE target: 44% grade 5+ in English and Maths for PP learners i.e. same for NPP. This is slightly above 2017 and 2021 all pupils, which is highest achieved to date. Autumn 2026: the school's Inclusion Strategy will be introduced to equitable, high-quality education and a sense of belonging for every student. Self-evaluation activities, through faculty coaching as well as whole school quality assurance, will demonstrate the impact of teaching and learning priorities for learners who are disadvantaged through: • improved participation in lessons and developed work in books. • development of repeated task types in faculties' lessons and promotion of learner disciplinary thinking. • regular opportunities in lessons to actively explore new vocabulary.

	Specific success criteria 2026-2027, led by Faculty Inclusion Champions: • Faculties have a growing understanding of the data gaps for learners with PP following Inclusion Champions' feedback from analysis of termly data. • Each faculty has a clear focus for quality assurance / CPD in relation to the school's teaching and learning priorities, comparing outcomes for PP learners with those of non-PP learners. • Quality assurance activities are undertaken within the faculty to understand the of impact of teaching approaches for learners who are disadvantaged including lesson visits, learner voice and book scrutiny. All activities support growing understanding of what is helping and what is hindering the learning of disadvantaged learners in lessons. Autumn Term focus: • Year 7 and Year 8. • Use analysis of Y11 GCSE data for learners who are vulnerable to understand the work that needs to begin with younger learners. • Implement strategies from autumn term CPD to promote learner participation. • Quality assure the impact for learners who are disadvantaged in their level of participation in learning through their participation in lessons and development of work in their books. Spring term focus: • Year 10 and Year 11 • Share understanding from current data of the impact of faculty approaches on the attainment and progress of Key Stage 4 learners. • Implement learning from ongoing CPD to promote learner participation. • Quality assure the impact for learners who are disadvantaged in their level of participation in learning through their participation in lessons and development of work in their books. • Actions to accelerate the progress of disadvantaged learners as identified in autumn term data within Year 11 and then Year 10. Summer Term focus: • Year 9 • Implement faculty planned disciplinary thinking approaches within lessons. • Quality assure the impact for learners who are disadvantaged of approaches to disciplinary thinking planned and implemented in lessons. • All faculties clearly understand the impact of inclusive, adaptive teaching and learning priorities implemented during the year on the outcomes of learners who are disadvantaged. Plans are in place to build on learning for 2027 – 2028.

To embed the Behaviour Policy consistently to improve access to learning for all learners including those who have FSM, are entitled to PP and are SEND. To sustain improvements. (Challenge 3 and 4)	Learner wellbeing and engagement will be improved and sustained. This improved engagement with learning will be demonstrated through termly measures: • Reduction in the overall use of suspensions. • Reduction in the % of learners, including vulnerable groups, who receive 1 or more suspension and 2 or more suspensions. • Increase the number of achievement points issued to PP learners, in comparison to their peers. • Close the gap in the use of behaviour points for learners who are PP and their peers. Targeted mentoring, via the Reintegration Manager, for identified PP/SEND learners, shows improved attitude to learning and progress from Pastoral and academic data sets.
There is improved resilience and wellbeing amongst learners. Where there is emotional need, school has a planned and coherent approach to offer the right support at the right time. (Challenge 4)	The Fisher Wellbeing Provision is embedded. Staff understand their responsibility in supporting learners in developing their resilience and learners have a growing appreciation of the universal and targeted wellbeing offer. Confidence grows that the right help is offered at the right time. This will be seen through: • Learner voice – termly (Safeguarding Lead collects in November and June; Senior Mental Health Lead (SMHL) in spring term. • Staff voice (SMHL) • Parent voice (SMHL) • SMHL evidence through the triage process within the whole school approach to wellbeing and mental health, with outcomes reported on a termly basis. • The attendance of learners who are disadvantaged improves, including a reduction in persistent absenteeism.
To support the wider ethos of the school by enabling all learners to be properly resourced and ready to learn. (Challenge 5)	• By supporting with uniform and resource requirements, disadvantaged learners are indistinguishable from non-disadvantaged learners. • All learners are ready to respond appropriately and effectively and this is reflected through improved progress and behaviour data.
To improve and sustain attendance and punctuality for all learners particularly those who are vulnerable and disadvantaged. (Challenge 6)	Through consistent implementation of the whole school attendance policy, improved and sustained attendance will be demonstrated in the half termly data shared with governors, including: • all stakeholders understanding their responsibilities and being effective in their approach towards attendance. • the overall attendance rate for all learners moving towards the 97% aspiration in the school Attendance Policy, in data compared with previous years. • the attendance gap between learners who are disadvantaged, and their non-disadvantaged peers will be reduced to be in line with non-disadvantaged peers. • persistent absenteeism will be significantly reduced for all pupils. The aim is for PA to be sustained between 10-15% ie. in line with pre-covid percentages at SJFCC and national figure for secondary schools of 13.7% in data for the

	academic year 2018/19, when the persistent absence of learners who were PP was double that of all learners: a gap that must be reduced.
Pupils are able to see past the socio-cultural cycle they are in and have the ability, means & support to approach things differently. In turn, this will lead to higher aspirations and an improved attitude to learning, resulting in better outcomes. 1. Learners will acquire background knowledge and understanding of the wider world which their non-disadvantaged peers may experience on a regular basis. 2. Experiences which promote character building qualities will lead to creating well-rounded, global citizens, offering experiences they can draw upon in later life. (Challenge 7)	• The percentage of disadvantaged pupils accessing enriched opportunities is in line with their non-disadvantaged peers. • Opportunities are taken to directly include learners who are disadvantaged in enrichment activities, in a planned manner. • Monitoring demonstrates a wider knowledge and understanding for disadvantaged children on a par with their peers. • Teachers are explicit in offering enrichment both within and in addition to lessons, including careers education and supported by faculty engagement with the **'18 by 18 promise'.** Autumn Term 2026: • the 18 by 18 promise is written and shared with faculties, all learners, all staff and parents of years 7 to 11. • learner voice establishes baseline from which to measure knowledge, understanding and impact of the promise. • initial activities take place and feedback is gathered. Spring Term 2027: • feedback is shared and 'the promise' is celebrated, including through school's social media, as understanding and impact of the promise becomes more fully understood. Summer Term 2027: • ongoing quality assurance of activities further develops understanding of cultural capital and therefore the quality of the 18 by 18 promise. • learning from quality assurance will enhance the promise for 2027 to 2028. • learner voice will be part of the quality assurance as a measure from initial baseline and to plan for the future. • outcomes continue to be widely shared and celebrated. • there is confidence that the promise can be delivered for 5 years.

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: £ 35,609

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school reading strategy Training and implementation of quality first teaching of reading: • Formation tutors implement the whole school shared reading approach with shared texts for each year group. • Reciprocal reading CPD supports ongoing implementation of approaches within lessons. • Analysis of reading data is supplied for learners across faculties in order to impact teaching so that all learners have fair access to the curriculum. Reading ages shared. • Teachers explicitly agreed vocabulary to ensure curriculum understanding and fair access to the curriculum. • Access to the curriculum is supported for all learners through embedded use of the Preparation Stage of lessons and adaptive teaching. • Funding for the Literacy Lead role. • Sparx reading is funded from September 2026.	EEF Reading comprehension strategies +6 https://educationendowmentfoundation.org.uk/news/eef-blog-whole-class-reading https://educationendowmentfoundation.org.uk/projects-and-evaluation/promising-programmes/fft-reciprocal-reading	1, 2
Whole school teaching and learning: • Confirm responsibilities and roles for all staff with all staff appraisal targets reflecting the priority to close gaps through inclusive, adaptive teaching priorities and through the school's commitment to implementing coaching. • Funding for Literacy Lead role. • A CPD schedule of whole school teaching and learning priorities is in place. • Faculty activities to advance the attainment and progress of learners entitled to PP are part of every Faculty Implementation Plan. Faculty Inclusion Champions take a lead in this work, have half termly meeting time and are directed by calendared activities and priorities each half term. • Quality assurance activities evaluate the strengths and areas of improvement in terms of how successfully learners who are disadvantaged are participating in learning in relation to their non-disadvantaged peers. • Faculty CPD takes place to address issues found through learning walks and other quality assurance activities led by Inclusion Champions. Improvements are implemented through the adaptive teaching responsibilities of all. • Ongoing leadership and CMAT reviews of how adaptive, inclusive teaching is enabling participation in learning for all. Quality Assurance activities undertaken by leaders at all levels. • Improved use of Edukey to support reasonable adjustments for identified individual learners. Scheduled CPD includes:	https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching **Participation:** https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embedding-formative-assessment **Subject Thinking:** • Brown, P., Roediger III, H.L. & McDaniel, M.A. (2014), *Making it Stick: The Science of Successful Learning*. • Counsell, C. (2023), 'Laughing muppets, lost memories and lethal mutations: rescuing assessment from 'knowledge rich gone wrong', in *Teaching History 193*, pp. 8-25. • Christodoulou, D. (2013), *Seven Myths About Education.* • Christodoulou, D. (2017), *Making Good Progress?* • Oakley PhD, Barbara, Rogowsky EdD, Beth, Sejnowski, Terrence J. (2021), *Uncommon Sense Teaching: Practical Insights in Brain Science to Help Students Learn* **Vocabulary:**	1,2,3

• Term 1 'Participation': universal, in class, learner response strategies. Monthly CPD.
• Term 2 'Participation': think time and accountable talk. Monthly CPD.
• Use of staff appraisal targets to:
  ○ Identify tier 2 and tier 3 subject specific vocabulary, develop vocabulary organisers and lesson activities.
  ○ Develop subject disciplinary thinking. Identify subject specific core knowledge and skills. Adapt lessons to include specific tasks which are used repeatedly with associated knowledge and skills.
	• Isabel L Beck, Linda Kucan, and Margaret G. McKeown (2013) *Bringing Words to Life: Robust Vocabulary Instruction*
	• Alex Quigly (2018), *Closing the Vocabulary Gap*
	
	EEF toolkit: Feedback +6
	Metacognition and self-regulation +7
	
	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation
	
	https://educationendowmentfoundation.org.uk/news/eef-blog-metacognition-is-it-hidden-in-plain-sight-in-the-classroom?utm_source=/news/eef-blog-metacognition-is-it-hidden-in-plain-sight-in-the-classroom&utm_medium=search&utm_campaign=site_searchh&search_term
	
	https://educationendowmentfoundation.org.uk/news/eef-blog-reflecting-on-the-challenge-of-mobilising-metacognition?utm_source=/news/eef-blog-reflecting-on-
	
	In line with EEF 'Putting evidence to Work' - https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation	

Careers Education Invest in careers education approaches throughout the curriculum, including industry visits and Careers curriculum development.	There is a strong and significant relationship between participation in career development opportunities and more positive attitudes towards schooling, particularly for those who are disadvantaged. https://www.gatsby.org.uk/education/focus-areas/good-career-guidance	4,6

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

Budgeted cost: 108,954

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy and numeracy interventions, including KS3, for weaker and weakest readers. Includes: • Staff time for interventions. • 'Switch on' one to one intervention for weaker readers . • Fresh starts phonic programme for weakest readers . • Delivery of Lexonic group interventions by trained staff. • Targeted recovery and catch-up sessions with a focus on KS 4 low attainment in core GCSE subjects Staffing: • Re-integration Manager: targeted intervention and reading intervention. • Funding of Learning Support Assistant hours to allow for reading interventions. • Specialist teaching for learners accessing learning through internal inclusion provision.	EEF Small Group Tuition +4 Individualised Instruction +4 Phonics +5 Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1,2,4

Learners who are disadvantaged are supported appropriately and therefore are fully included. This includes: • Uniform and equipment. • Subject specific resources. • Engaging with parents – emphasis on communication of commendation and praise.	EEF Parental engagement +4 Behaviour interventions +4 Social and emotional Learning +4 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement Texting Parents | EEF (educationendowmentfoundation.org.uk)	3,4,5,6
Whole school reading strategy • Implement pre-read interventions, at the Preparation Stage of lessons, to support the access to the curriculum for all learners. • Identify learners struggling to access the curriculum: weaker and weakest readers. • Measure the progress of pupils receiving interventions and adapt as necessary. • Implement reasonable adjustments to allow all learners fair access to the curriculum. • Implement targeted tutoring support for learners struggling to access the curriculum, especially disadvantaged learners. (Switch on). • Implement a secondary based phonics intervention for children with a reading age below 8 and with phonics gaps. (Fresh Start). • Implement Lexonic groups reading intervention termly to improve reading for learning for identified weaker readers and so enhance access to the curriculum.	EEF Reading comprehension strategies +6 Phonics +5 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies Improving Literacy in Key Stage 2 | EEF (educationendowmentfoundation.org.uk)	1, 2

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

Budgeted cost: £ 99,567

Activity	Evidence that supports this approach	Challenge number(s)
Ongoing information sharing and CPD opportunities to build skill and confidence of all staff to educate and support learners with emotional needs, enabling them to engage and progress in their learning. Ongoing CPD opportunities include: briefings; fortnightly year teams briefing; weekly Formation Time messages; Faculty briefings; SEND and safeguarding Lite Bites; Teaching and Learning CPD schedule; INSET. **Build further capacity to meet the needs of learners who are disadvantaged, enabling them to engage and progress in their learning.** Extended Formation Time to allow for greater emphasis on reading and of Tutor engagement with learners and parents regarding attendance, punctuality, and behaviour. Funding for Attendance Rewards. Planned work with identified learners (behaviour / pastoral need) through Pastoral Leaders and the developed role of the Head of Year as part of a coherent, graduated approach to building resilience and positive mental health, within the Fisher Wellbeing Provision. Education Welfare services to support whole school approach to improving attendance and to support intervention to meet individual need. Extra staff hours for Attendance support and support for the Pastoral team.	EEF: Behaviour interventions +4 Social and Emotional Learning +4 Parental engagement +4 Behaviour interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions Social and emotional learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning Parental engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement Embedding principles of good practice in DfE advice Working Together to Improve Attendance https://educationendowmentfoundation.org.uk/news/evidence-brief-on-improving-attendance-and-support-for-disadvantaged-pupils	3,4,5,6

The Fisher Wellbeing Provision has been in place for two years and has been fully evaluated and updated for September 2026. The Assistant Headteacher, Senior Mental Health Lead leads the implementation, monitoring and evaluation of this whole school approach. The universal offer is built upon the school's restorative approach and commitment to pastoral care. The targeted offer receives funding from the PP budget: Targeted intervention from the part-time Re-integration Manager. Behaviour / SEMH consultant two days per week. Outreach programme for learners with escalated SEMH concerns. Family Support Worker – full-time hours Emotion Coaching – 1 day per week from Autumn Term 2. MIND counselling – 1 day per week. 'Unshrinkable' resilience building programme for identified learners 2 courses per Term.	https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges https://assets.publishing.service.gov.uk/media/625ee6148fa	3,4,6
Enrichment activities and support for inclusion: enrichment trips; extracurricular opportunities and after school clubs. This includes Faculty led enrichment trips / opportunities; sports; outdoor activities; arts and culture. The approach is to monitor uptake of opportunities; offer directly to learners who are disadvantaged / vulnerable; assist financially where needed. Assistance is being given to learners' families to enable learners to access: • Music lessons. • School trips. • School residentials including faith residentials. • Involvement in Duke of Edinburgh Awards.	EEF evidence that such activities can boost wellbeing, resilience and aspiration. We understand that extra-curricular activities that are fully linked with the school curriculum have most impact. EEF: Extending school time +3 Homework +5 Arts participation +3 Physical activity +1 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	7

September 2026: Implementation and evaluation of the '18 by 18 promise', to promote cultural capital of learners who are disadvantaged through activities which are: • suitable for a whole year group to complete (in smaller groups, across different times if needed). • run by school, during school time. • for all, not just those who opt in. • without a significant / any cost attached. • planned support, as needed, through PP budget.		
Breakfast club Free toast and drink offered every morning before school to support punctuality, attendance and wellbeing for learners at the start of the day. If we provide breakfast, pupils start the day with food, routine, and a calm environment. They arrive on time and settle quickly. Energy, concentration, and cognitive readiness increase. Engagement improves. Attainment rises. Behaviour improves.	https://d2tic4wvo1iusb.cloudfront.net/production/documents/breakfast_interventions__-_rapid_evidence_assessment.pdf?v=1731158584	5

Total budgeted cost: 225,750

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 2025 to 2026 academic year.

Aim	Outcome
Reading: *Intended outcome*: Improve reading comprehension among disadvantaged learners. (Challenge 1)	Reading is now widely accepted as a priority across faculties and reading time is timetabled daily for the whole school. Building on the previous years' work, reading is celebrated and there is sustained commitment to reading for pleasure as a priority amongst learners and staff. Data about learners' reading ability is shared with staff for consideration in planning to enable learners to access the curriculum more fully. It is well understood that too many learners have a reading age below their chronological age and that adjustments are needed to enable access to the curriculum and that approaches are required to support learning from what has been read. During the Autumn term 2025, the work of Faculty Inclusion Champions clearly evidenced implementation of reciprocal reading approaches supporting reading to learn in Key Stage 3 lessons, following early Autumn Term CPD relating to reciprocal reading approaches within the 4 learning stages in lessons. Outcomes showed few gaps in learning from reading between learners who are disadvantaged and those who are not. Where gaps were evident, they related to completion or depth of development of tasks rather than understanding from reading and could effectively be supported through in the moment feedback in the lesson. Impact has been seen in targeted work for weaker and weakest readers with data showing progress for all learners and learner voice being very positive both in terms of the intervention itself and of greater confidence in accessing learning in lessons. Roughly 25% of learners identified for intervention have been disadvantaged over the last two academic years and, with the introduction of group interventions during 2025 to 2026, this percentage has increased. In targeted reading intervention, in all year groups across 2025-2026, there was a shift towards expected reading ages and no regression was seen. The rise from tiers below expected reading age to expected and above, was consistent in all year groups. There is experience and expertise amongst staff who deliver and lead the reading priority.
Gaps in learning and skills – *intended outcome:* Improve attainment among disadvantaged	Learners at St John Fisher Catholic College who are disadvantaged, attain in line with those in other schools, in national comparison data. This has been consistent over the last couple of years. By Year 11, positive progress is demonstrated by learners entitled to PP in comparison with their non-disadvantaged peers, based on prior attainment

learners, at the end of KS 4 in Maths and English. Close gaps of learners who are disadvantaged so that their attainment and progress, by the end of KS4, is in line with that of non-disadvantaged learners. (Challenge 2)	through internal data sets. Data shows that the progress of these learners is becoming stronger. The progress gap has been gradually closing since 2023 and in 2026 GCSE results, the Progress 8 for learners who are PP is -0.43 as compared with the Progress 8 of -0.67 for non-PP learners. Progress of PP learners is therefore 0.24 grades more positive than that of non-PP learners. This accelerated progress of learners who are disadvantaged needs to continue in order for this cohort to attain in line with non-disadvantaged peers as the Attainment 8 gap still remains. The work of Inclusion Champions is enabling faculties to confidently assess what hinders and what helps learners who are vulnerable, to succeed and attain academically.
Behaviour for Learning / Resilience and social/emotional need – *intended outcomes;* Implement a revised Behaviour for Learning strategy consistently and improve learner wellbeing. Where there is emotional need, school has a planned and coherent approach to offer the right support at the right time. (Challenge 3 and 4)	**Resilience and social/emotional need:** Data demonstrates additional factors that impact on the resilience and emotional strength of learners who are disadvantaged in a disproportionate way in comparison with learners who are not. Improvement in resilience can be seen in outcomes such as the improved persistent absence of disadvantaged learners. For example, over recent years, numbers of learners for whom there are safeguarding concerns have increased and the increase has been disproportionately high within the cohort of leaners entitled to PP. At the same time, attendance has improved, and persistent absences has decreased within the disadvantaged cohort. This can be evidenced: by the end of the summer term 2022, 44% of learners with a safeguarding concern were also entitled to PP, considerably higher than the 23% of learners entitled to PP across all learners in Years 7 to 11 at this time. 42.8% of learners entitled to PP were persistent absentees. End of the 2024-2025: 76 of the 157 learners with a safeguarding need were PP (48%). 35% of learners entitled to PP were persistent absentees. End of 2025-2026: 82 of 160 learners with a safeguarding need were PP (50.9%). 30.8% of learners entitled to PP were persistent absentees. Therefore, additional challenges to the resilience and wellbeing of learners who are disadvantaged are increasing over time, yet the attendance of this group is improving. **Learner voice** continues to be positive in terms of the Fisher Wellbeing Provision and what happens in school to work together to build resilience and belonging. In the most recent learner voice taken in June 2026, only 4% of learners said they were unsure who they could talk to if they needed help. 45% said they had benefitted from talking to an adult in school: 2% more than in the previous November 2025 learner voice. 92% of learners recognised the school ethos and that they had been taught about the Fisher Way as the basis for our safe and happy school, as compared to 88% in November 2025.

93% of learners agreed that they are taught about wellbeing and mental health; 3% higher than November 2025 and 11% higher than the June 2025 survey.

Fisher Wellbeing Provision

Pupil Premium funding supports the universal and targeted offers within the Fisher Wellbeing Provision and CPOMS reports demonstrate the rigorous process in place to actively identify early indication of poor wellbeing and enable colleagues to follow a graduated response, within the Wellbeing Provision, to ensure that learners receive the right help at the right time. Staff and parent voice, as well as learner voice, is positive about the support that is given.

At the end of the spring term 2026, the Wellbeing Provision was evaluated in relation to the initial action plan from 2024, including the impact for vulnerable learners. Appropriate referrals, targeted support and measuring impact were areas where successes have been significant as was gathering stakeholder voice.

By May 2026, just under 150 learners Y7 to Y11 had received support through the Fisher Wellbeing Provision. 38% of these learners were disadvantaged, higher than the 23% PP cohort.

Commissioned Service	**Total** **2025-26**	**Impact** **Evidence of impact has been considerable and the examples below are typical of this.**
Emotion Coach	24	Learners report a development in resilience to manage their emotions, overcome challenges and cope positively with setbacks. Through personalised support, learners build confidence, emotional regulation and problem-solving skills, enabling them to engage more positively with learning and school life.
Family Support Worker (FSW)	18	A learner with complex needs -FSW supported family with conflict resolution. Learner at high risk of NEET. Now successfully enrolled in college course.
MIND Counselling	12	A learner with complex needs including historical trauma. Counselling supported self-resilience and emotional regulation. Successfully completed A levels and is now at university.
Unshrinkable resilience building programme	8	A learner reported increased confidence to complete English Spoken Language Assessment where they achieved a distinction.

Behaviour/SEMH consultant	19	A learner with complex needs reduction in behaviour points. Autumn 1 2026 Behaviour Points: 43 Autumn 1 2025 Behaviour Points: 135 Following 7 periods of suspension in Terms 1 & 2, there were no further suspensions in the following two Terms when support was then in place. Attendance is Autumn Term 2026 has improved by +15 %.

Behaviour for learning:

Data over time shows a significant and sustained reduction in the use of suspensions over the past three years. The total number of suspensions across the school has reduced from **438 in 2023/24 to 296 in 2025/26**, representing a substantial reduction.

Further improvement is evident in the proportion of learners receiving one or more suspensions, including among learners entitled to FSM. The percentage of learners receiving one or more suspensions reduced from **32.2% in 2023/24, to 22.2% in 2024/25, and to 17.09% in 2025/26**.

Similarly, the proportion of learners receiving two or more suspensions reduced from **20% in 2023/24, to 15% in 2024/25, and to 11.1% in 2025/26**.

These figures demonstrate a clear downward trend in the use of suspensions while maintaining a consistent focus on positive behaviour, early intervention and appropriate support for learners, particularly those with additional and intersectional needs.

Attendance and punctuality -*intended outcomes:*

Improve and sustain attendance and punctuality for all learners, particularly those who are vulnerable and disadvantaged.

(Challenge 7)

School comparison with national and local attendance data – whole year 2025 – 2026 including learners with free school meals (FSM) and those without.

	Attendance %			PA %		
%	FSM	Non- FSM	ALL	FSM	Non- FSM	ALL
SJFCC	89.2	94.2	93	32.6	11.7	16.7
National	86.46	93.46	91.43	40.59	14.82	24.21
Staffordshire	86.68	94.02	92.23	41.85	17.28	21.59

School attendance data over time measured to end of spring term:

	Attendance %			PA %		
%	PP	Non-PP	ALL	PP	Non-PP	ALL
2025-2026	89.3	94.2	93.1	30.8	12.1	16.5
2024-2025	87.5	94.7	93.3	35	12.8	16.8
2023-2024	87.26	93.49	92.61	40.19	14.48	18.73
2022-2023	86.66	93.55	92.2	42.8	18	23.16

2018-2019	93.08	95.7	95.19	19.3	7.1	10

Data shows that the attendance of learners who are disadvantaged is improving at St John Fisher Catholic College, year on year. In comparison with national and local attendance averages, it is clear that the attendance of disadvantage learners at SJFCC is significantly stronger both in relation to their attendance and their persistent absence. This is evidenced in the 2025-2026 comparison data in the table above and has been an ongoing trend over the last three years.

School attendance data over time shows that whilst attendance gaps for vulnerable learners are reducing and are better than national and local averages, gaps remain. Until 2025 – 2026, attendance gaps were closing more slowly for learners who are disadvantaged. In the current academic year (2025-2026), improvements in attendance for learners who are disadvantaged has been more rapid: the attendance and the persistence absence of this cohort has made stronger percentage improvements than that of learners who are not disadvantaged.

Significant in the attendance improvements now being seen during 2025-2026 was the embedding of the attendance 'Velcro-approach' targeted for learners who are PP with / at risk of persistent absence. Detailed analysis demonstrated the ongoing positive impact this approach had for identified vulnerable learners.

The reduction of persistent absence (PA) for learners who are disadvantaged is one of the success criteria priorities within this statement. Pre-covid percentages were between 10 and 15% for all learners (13.7% for all at SJFCC 2018/19). Data shows significant reduction towards this target. Pre-covid PA for learners who are disadvantaged was double that of all learners. The PA of learners who are disadvantaged at SJFCC achieves this success criteria: 32.6 % PP compared to 16.7% all learners. Processes are in place to further reduce the gap improving upon pre-pandemic attendance of disadvantaged learners.

Ready to learn – *intended outcomes:* To support the wider ethos of the school by enabling all learners to be properly resourced and ready to learn. (Challenge 6)	The budget continues to allow greater rigour in expectations that school routines are followed and have enabled staff to resolve concerns with learners who have chosen to sit outside of school expectations. Resources have been able to support compliance at a material level.
Experience and cultural capital – *intended outcomes:* Pupils are able to see past the socio-cultural cycle they are in and have the ability, means and support to approach things differently, with greater numbers of disadvantaged learners accessing enriched opportunities and greater numbers of enrichment opportunities being offered within lessons as well as in addition to lessons. (Challenge 6 and 8)	A senior member of staff leads the cultural capital offer and monitors the growing numbers of learners who are vulnerable or disadvantaged taking part. Learners who are vulnerable or disadvantaged have been invited to homework club and an after-school cooking club. Following evaluations of learner voice, additional clubs targeting interests of more disadvantaged learners are now offered. Darts and Minecraft clubs are popular new additions. Clubs' attendance data is scrutinised to support proactive engagement of learners who are disadvantaged. **Enrichment: extra-curricular data:** The percentage of learners that have attended any extra-curricular clubs has also increased from 41% in the academic year 2024-25 to 58% in 2025-26. The percentage of SEND learners that have attended any clubs has increased from 27% in 2024-25 to 55% in 2025-26. The percentage of PP learners attending has increased from 36% to 51%. Based on the samples that have been evaluated, participation in extra-curricular clubs has had a positive impact on school attendance and behaviour for learning for learners. 24 learners in year 7 have attended the Minecraft Club and on average they have 13 behaviour points per learner and 420 achievement points. This compares to 45 behaviour points per learner for the whole of year 7 and 331 achievement points. The attendance of those attending the Year 7 Minecraft Club is 97.67%, compared to 94.6% for the year group as a whole. Out of the 41 learners that have attended the Year 8 basketball club they have on average 20 behaviour points (39 per learner for the whole of year 8), 367 achievement points (334 for year 8) and attendance of 96.5% (94.7% for all of year 8). There are 14 Year 9 learners that are enrolled on the Duke of Edinburgh Award within school. On average these learners have 14 behaviour points (57 per learner for the whole of 9), 491 achievement points (416 for all of year 9) and attendance of 95.5% (93.1% for all of year 9).

	Positive impact has been identified in the Summer Term 2026, where 68% of PP learners in Year 8 were engaging in extra-curricular activities. This was higher than Non-PP learners. **18 x 18 Promise:** Over the course of this 3-year plan, whilst the offer has been much improved, further development continues to be ambitious. There is support available for faculties in offering enrichment opportunities: money has been budgeted to contribute towards the inclusion of all learners in enrichment activities. The '18 by 18 promise' was planned and introduced in 2025-2026 and is ready for initial implementation from September 2026. This places a further emphasis on enriched opportunities within lesson time, for all. Faculty leaders have identified and calendared enrichment opportunities across the curriculum. Activities were successfully trialled during the Summer Term 2026. The first activity to take place will be the Year 8 visit to see a live theatre performance during half term 2. The Promise will be launched to the whole school through Caritas Time. At the end of the first term, further learner voice will be gathered to evaluate learners' understanding of the promise and their awareness of the opportunities available to them. Following a request from Sixth Form learners to be included, the Sixth Form Leadership Team will be invited to support this development by selecting two additional activities to be incorporated into the promise. The Careers offer has been further developed to enhance aspiration and thinking differently about learning, with faculties embedding aspects of Careers education within their lessons. Careers education is a particular strength of the school and funding was targeted towards education and support for learners who are vulnerable.