

Pupil Premium Strategy Statement 2021-24

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged students.

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's Catholic School and Sixth Form College
Number of students in school	1340
Proportion (%) of pupil premium eligible students	26.5% (based on 1135 students in Years 7 to 11 as of 1/10/2022)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	October 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Lisa Byron
Pupil premium lead	Dave Athey
Governor / Trustee lead	Ann Wake

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 296,290
Recovery premium funding allocation this academic year	£ 76,176
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	£ 372,466

Part A: Pupil Premium Strategy Plan

Statement of intent

As a school and a community, our aim is that all students, including disadvantaged students, can participate fully in all the high-quality learning and enrichment activities offered by the school that is adapted to their individual needs. Through consistently good teaching, excellent teacher-student relationships and an emphasis on developing high levels of literacy, we aim to ensure all our disadvantaged students achieve in line with their peers.

Our approach to narrowing the attainment gap between disadvantaged students and their non-disadvantaged peers is a long-term strategy of focusing on high-quality teaching and learning of each child as an individual with individual needs. This approach is in accordance with our core values and ethos, and is based on the implementation of research-based approaches outlined in guidance reports from the Education Endowment Foundation.

Funding will be used to support continued staff professional development to embed consistency with high quality teaching and learning approaches tailored to individual needs and enable greater pupil engagement with the curriculum, including best practice for literacy development. We invest heavily in literacy tools and resources to identify and address academic barriers to learning. This is complemented by intervention and school-led tutoring, as appropriate, as part of our Covid-19 catch-up plan to address gaps in learning for disadvantaged students.

One of our Deputy Headteachers oversees attendance, working with dedicated pastoral and welfare teams, as well as a Admin Attendance officer. All work with students and families to address attendance issues and persistent absences. Attendance is an important priority, even more so after the destabilising effects of the Covid-19 pandemic and issues surrounding mental health. As part of our strategy, we work to identify and support students and their families with socio-economic and mental health needs to help improve well-being and ultimately their engagement and attendance at school.

Challenges

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

Challenge number	Detail of challenge
1	The school was making great progress at narrowing the attainment gap between

	PP students and their peers prior to the Covid-19 pandemic. The lack of face-to-face teaching and additional challenges caused by school closures have caused additional gaps in learning. Indications from teacher assessments have shown that this has caused a recent widening of the attainment gap.
2	Lower literacy levels are hindering the academic progress of different groups of students, especially higher prior attainers and male students. The proportion of disadvantaged students with low literacy levels is higher than their non-disadvantaged peers.
3	Low motivation levels, low aspirations, low self-esteem, lack of engagement and a lack of structure and routine is having a detrimental effect on the academic progress of a significant number of disadvantaged students.
4	Improve the attendance of PP students and reduce the number of persistent absentees which has increased post-pandemic.

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 the attainment outcomes for disadvantaged students in Year 11 in line with GCSE targets.	<ul style="list-style-type: none"> Higher average attainment 8 and progress 8 scores for students for each cohort of disadvantaged students in GCSE results from 2022-2024. Greater proportions of Year 11 students in each cohort 2022-2024 meeting GCSE targets.
Improve the academic outcomes for male higher prior attaining disadvantaged students across the curriculum when compared to other groups.	<ul style="list-style-type: none"> Higher average attainment 8 and progress 8 scores for male HPA students for each cohort of disadvantaged students in GCSE results from 2022-2024 when compared to female HPA disadvantaged and non-disadvantaged students. Higher average attainment 8 and progress 8 scores for male HPA students for each cohort of disadvantaged students in GCSE results from 2022-2024 when compared to male HPA non-disadvantaged students.
Increased average attendance levels for disadvantaged students and a reduction in persistent absences for disadvantaged students.	<ul style="list-style-type: none"> Average attendance rate of at least 95% for disadvantaged students Persistent absence for disadvantaged students reduced to close the gap with non-disadvantaged peers

<p>Improve literacy and numeracy skills and positive reinforcement to address lack of engagement amongst a significant proportion of disadvantaged students and allow them to make more rapid academic progress.</p>	<ul style="list-style-type: none"> • Greater fluency in the use of subject-specific vocabulary and oracy of disadvantaged students based on formative and summative teacher assessment. • Greater participation in lessons by disadvantaged students based on formative and summative teacher assessment outcomes and quality assurance from middle leaders. • A reduction in negative behaviour incidents and sanctions for disadvantaged students based on data from Class Charts. • An increase in positive behaviour points and virtues points based on data from Class Charts.
<p>Improve the engagement in learning and more rapid academic progress of disadvantaged students by ensuring teaching is consistently adapted the individual needs of all students.</p>	<ul style="list-style-type: none"> • Greater participation in lessons by disadvantaged students based on formative and summative teacher assessment outcomes and quality assurance from middle leaders. • A reduction in negative behaviour incidents and sanctions for disadvantaged students based on data from Class Charts. • An increase in positive behaviour points and virtues points based on data from Class Charts. • Better outcomes demonstrated at key assessment points throughout the academic year for different cohorts.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year (2022-23)** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 174,559

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing investment in National College CPD	Accessible development of teaching and learning skills and training in the understanding of SEMH needs of	1,2,3,4

	<p>disadvantaged students</p> <p>Improved differentiated teaching approaches from experienced teachers and support for early career teachers.</p> <p><i>EEF Guidance Reports outline the importance of consistent high-quality teaching that is adapted to the individual needs of all students.</i></p>	
Focused programme for Literacy	<p>Improved pupil literacy re-engages students with their curriculum and removes a barrier to learning; informs planning of teaching and learning and curriculum support.</p> <p><i>Our approach to literacy is taken directly from the EEF Guidance Report: Improving Literacy in Secondary Schools.</i></p>	1,2,3,4
Teaching & Learning development and CPD programme	<p>Improved teaching and learning that accounts for the individual needs of students so they can access resources. Continued skill development of all teachers leading to improved retention.</p> <p><i>EEF Guidance Reports outline the importance of consistent high-quality teaching that is adapted to the individual needs of all students.</i></p> <p><i>Internal data shows that staff turnover is low.</i></p>	1,2,3,4
Teaching & Learning resources subscriptions	<p>Wide ranging resources to meet the varied learning needs of students and support adaptive teaching.</p>	2

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

Budgeted cost: £ 34,302

Activity	Evidence that supports this approach	Challenge number(s) addressed
School-led tutoring 40% allocation	<p>Small group or structured 1:1 intervention to narrow gaps in learning</p> <p><i>Research by the Education Endowment Foundation (EEF) and National</i></p>	3,4

	<i>Foundation for Educational Research shows that individual tuition builds students' confidence and provides opportunities for staff to identify areas requiring specialist support. Many students find that tutoring offers a safe space to talk about concepts they have struggled with in the classroom.</i>	
Provide revision resources for all key stage 4 students in the EBACC subjects	Remove the socio-economic barrier to learning to enable all students access to the full range of support resources for GCSEs. Support learning outside of the classroom.	1,3
Educational Psychologist services	<p>Identification of cognitive and behavioural factors that are a barrier to learning to inform effective education planning for individual students to access learning</p> <p><i>EEF Guidance Reports outline the importance of consistent high-quality teaching that is adapted to the individual needs of all students.</i></p>	1,2,3,4
Focused PP team to track progress and support students	<p>Raising the profile of PP students; monitoring to identify gaps in learning/ barriers to engagement; identify those in need of socio-economic support. Working with departments on interventions, and supporting students and parents/carers. Delivering staff CPD.</p> <p><i>EEF guidance shows that best practice is that which is adapted to individual needs meaning identifying all of those needs is also a high priority.</i></p>	1,2,3,4
Online learning tools to support reading, numeracy, MFL, online learning	<p>Phonics, literacy and numeracy assessments to establish reading ages and numeracy levels to ensure appropriate differentiation to make learning accessible. Programmes include 'Accelerated Reader', 'MyON', 'Hegarty Maths' and 'Languagenut'.</p> <p><i>EEF guidance shows that best practice is that which is adapted to individual needs meaning identifying all of those needs is also a high priority. EEF guidance also outlines improved literacy as a priority to access the curriculum and make more rapid progress. Accelerated Reader, MyON, Hegarty Maths and the success of other online based programmes are all rooted in evidence. In particular, the EEF</i></p>	1,2,3,4

	<i>notes a study providing evidence of Year 7 students making 3 months additional progress (5 months for disadvantaged students) when they used Accelerated Reader.</i>	
Peri lessons for music students	Remove the socio-economic gap to enrichment	3
Overlays / coloured paper	Support for students with a specific learning difficulty (eg. Dyslexia).	1,2,3

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

Budgeted cost: £163,605

Activity	Evidence that supports this approach	Challenge number(s) addressed
Hardship fund and resources for disadvantaged students	<p>Immediate support for uniform costs, academic materials, stationery, astroturf (3G) trainers, PE kit, school trips and scientific calculators. This removes socio-economic barriers and improves the SEMH of the student.</p> <p><i>EEF Guidance Reports outline the importance of consistent high-quality teaching that is adapted to the individual needs of all students. This includes removing any socio-economic barriers to accessing the curriculum and enrichment activities.</i></p>	1,2,3,4
Transport	<p>Equal access to targeted academic support for tutoring after school; support with homework, classwork, and participation in extra-curricular activities.</p> <p><i>EEF Guidance Reports outline the importance of consistent high-quality teaching that is adapted to the individual needs of all students. This includes removing any socio-economic barriers to accessing the curriculum and enrichment activities.</i></p>	1,2,3,4
Alternative Provision	<p>Access to alternative education provision approved by Durham Local Authority for students at risk of Permanent Exclusion and who are unable to cope with mainstream education. Ensure students have the qualifications needed to go on to their next step and do not end up as</p>	3,4

	<p>NEETs (young persons not in education, employment or training).</p> <p><i>Our approach centres on adapting to the needs of individuals, including supporting those students for whom alternative provision may be more suitable. This also helps avoid low attendance in education, which is linked to negative behaviour, anti-social behaviour and poor outcomes (Gottfried, 2014; Baker, Sigmon and Nigent, 2001).</i></p> <p><i>The Department for Education 'Alternative Provision Statutory Guidance for Local Authorities' (2013), outlines the importance of good alternative provision which "appropriately meets the needs of students which required its use and enables them to achieve good educational attainment on par with their mainstream peers".</i></p>	
Improved attendance	<p>Attendance overseen by Deputy Headteacher.</p> <p>Dedicated Admin Attendance Officer who monitors all absences, including persistent absence (less than or equal to 90%), identifying the causes and vulnerabilities of all students, working closely with parents and carers. Assistant Heads of Year support and plan re-engagement with parents to improve the attendance of individuals within their year groups. Tutors to carry out calls home after 3 consecutive days of absence.</p> <p><i>Well established research concludes that poor attendance is linked to significantly reduced academic progress (Balfanz and Byrnes, 2012; London et al, 2016).</i></p>	1,2,3,4
Learning Mentors, Parent Support Worker and Progress & Pastoral Support Officer	<p>Support of SEMH of students and families to help engagement with school and learning as well as access to external support services. This supports the well-being of students and ultimately their academic engagement.</p> <p>The Pastoral and Progress Support Officer helps students to reintegrate and engage, following periods of absence or withdrawal from lessons.</p> <p><i>The support offered by our learning mentors is a type of cognitive behavioural</i></p>	1,2,3,4

	<i>therapy and counselling support to ensure supportive relationships exist for our most vulnerable students in need. The benefits of this are supported by EEF reports and research by Chodkiewicz and Boyle (2016). The EEF Guidance Report: 'Working with Parents to Support Children's Learning' outlines the importance of more sustained and intensive support for children and families where needed.</i>	
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Total budgeted cost: £ 283,195

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 students in 2021-22 (provisional data)

Results

Attainment	Attainment 8	English Element	Maths Element	EBacc Element	Open Element
School PP	37.51	9.06	6.81	10.08	11.57
School Non PP	51.19	11.47	9.58	14.33	15.82
National all	46.69	9.95	9.06	13.47	14.21
National PP	36.68	8.11	7.02	10.16	11.39
National Non-PP	50.30	10.61	9.80	14.67	15.22

Key performance indicators	School Pupil Premium	School Non-Pupil Premium
9-7 English and Maths	2%	14%
9-5 English and Maths	23%	45%
9-4 English and Maths	56%	77%

Review

Interventions / Actions	Impact	Action for 2022/23
Ongoing investment in National College CPD and external CPD	<ul style="list-style-type: none"> • Aim to ensure consistency in teaching approaches to ensure sustained student progress • National College CPD was optional for staff – limited use • Research-led CPD delivered by key internal staff members was judged to be more meaningful in the context of the school than accessing external courses 	<p>Budget for National College CPD again for 2022/23 but include it in the school's calendared CPD (directed time)</p> <p>Continue to deliver research-based CPD in-house, focusing on 2021-22 T&L priorities</p>
Focused programme for Literacy	<ul style="list-style-type: none"> • Improving oracy skills and good practice following strands 5 and 6 of the EEF guidance report – this has been embedded with English outcomes significantly outperforming National averages • Improved access to the curriculum for KS3 	Continue with the strategy with additional focus on disciplinary literacy (EEF Guidance Report)
Teaching & Learning development and CPD programme	<ul style="list-style-type: none"> • High quality teaching is emphasised through EEF and Department for Education resources • Consistency of approach and effective T&L strategies/priorities are shared through regular, calendared in-house CPD • Retrieval, recall and modelling are embedded across the curriculum but 2022 outcomes highlight that literacy, questioning, assessment and adaptive teaching remain key priorities in 2022-23 to improve results 	<p>Focus on priorities that will close attainment gaps with key groups</p> <p>Maintain quality assurance procedures to ensure T&L priorities are being met; check for consistency across the curriculum</p>
Teaching & Learning resources subscriptions	<ul style="list-style-type: none"> • Some effective use in some areas 	Introduction of Lead teachers in English, Maths and Science to drive improvements in pedagogy
School-led tutoring	<ul style="list-style-type: none"> • Positive impact on progress for students who engaged fully with the 	Continue with school led tutoring. 2022/23 cohort

(25% allocation)	<p>programme</p> <ul style="list-style-type: none"> Impact of the programme was hindered by sporadic attendance of some of the targeted students at after school sessions 	<p>commenced tutoring in Year 10 and will have been engaged for a significantly longer period. School contribution for 2022/23 is 40% which must be paid from the Pupil Premium budget</p>
Provide revision resources for all key stage 4 students in the EBACC subjects	<ul style="list-style-type: none"> The initial strategy was to ensure students had high quality resources when studying at home during school closures The results indicate that a significant number of the cohort did not engage with the resources in the way intended to mitigate against lost learning 	<p>Revision resources will be funded, where needed, but the allocation will be reduced. As the pandemic is now in an endemic stage, the need for additional resources at home has been reduced. In addition, teachers have indicated that there are numerous high quality online resources that are less expensive with greater likelihood of engagement from students.</p>
Educational Psychologist services	<ul style="list-style-type: none"> High quality support plans have been developed from EP reports Successful EHCP applications have followed EP interventions 	<p>Continue to support in this area</p>
Focused PP team to track progress and support students	<ul style="list-style-type: none"> Provision for disadvantaged students has improved significantly Too much of an intervention culture developed during the pandemic and the PP team was seen as part of that rather than being integral to high quality teaching and inclusion. 	<p>Continue to budget for this but with a shift in focus on high quality teaching as the primary purpose of the team.</p>
Online learning tools to support reading, numeracy, MFL, online learning	<ul style="list-style-type: none"> Accelerated Reader has had a significant positive impact on estimated reading ages and literacy skills for Key Stage 3 students. MyOn has contributed to a greater uptake in reading for pleasure. Times Tables Rockstars has helped to 	<p>Continue to fund successful programmes but discontinue those with limited impact.</p>

	<p>develop numeracy skills for Year 7 students</p> <ul style="list-style-type: none"> • Other programmes such as Hegarty Maths and MFL programmes have had limited impact. 	
Peri lessons for music students	<ul style="list-style-type: none"> • Access to all for participation in music • Students have been able to access singing and instrumental lessons which would not have been possible without the school's support. 	Continue to fund.
Overlays / coloured paper / other resources	<ul style="list-style-type: none"> • Coloured paper was purchased and placed next to every photocopier in school which made it significantly easier to comply with SEND pupil passports and support plans. 	Continue to fund but reduce the allocation because current significant stock has not been exhausted. The remaining funds will be used to pay for other resources, as and when required
Hardship fund and resources for disadvantaged students	<ul style="list-style-type: none"> • The flexibility of this fund means that all students, including the most disadvantaged and vulnerable, can participate fully in all aspects of the school curriculum and the extra-curricular opportunities on offer • The cost of living crisis means the current fund may be too stretched. 	<p>Increase funding by 50% in anticipation of a greater need for uniform, meals and transport support, including children who may not qualify for free school meals but are still from families that struggle financially.</p> <p>Purchase of shin guards/shin pads to ensure all students can participate in PE lessons and extra-curricular sport.</p>
Transport	<ul style="list-style-type: none"> • The contribution to supporting students with after school revision, extra curricular activities and alternative provision has been significant, especially given the rural setting of the school • The transport costs were greater than 	Continue to fund but consider more cost effective ways of providing the same support eg use of minibuses to transport groups rather than using

	anticipated and are rising	taxis
Alternative Provision	<ul style="list-style-type: none"> This has had a positive impact on some students who were at risk of permanent exclusion It has reduced the risk of some students leaving school without being in education, employment or training 	Budgeted for placements in 2022-23
Improved attendance	<ul style="list-style-type: none"> Attendance figures have reduced and persistent absenteeism has increased compared to pre-pandemic levels. 	Salaries for the Admin Attendance Officer and Assistant Heads of Year TLRs are covered to ensure greater focus on improving attendance in accordance with Government requirements and school priorities
Learning Mentors, Parent Support Worker and Pastoral & Progress Support Officer	<ul style="list-style-type: none"> The team has been effective at identifying students and families in need of mental health support The introduction of the Pastoral & Progress Support Officer (Sept 2022) is intended to support reintegration and engagement with learning for vulnerable students 	Continue to fund to ensure students and their families are supported with attendance, mental health and re-engagement with education

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
Accelerated Reader	Renaissance
MyON	Renaissance
Life to the Full (RSE)	Ten:Ten Resources