

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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's School and Sixth Form College
Number of pupils in school	1350
Proportion (%) of pupil premium eligible pupils	22.7% (based on 1131 pupils in Years 7 to 11 as at 14/12/21)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	14 December 2021
Date on which it will be reviewed	April 2022/August 2022
Statement authorised by	Lisa Byron
Pupil premium lead	Paula Watson
Governor / Trustee lead	Ann Wake

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 244,480
Recovery premium funding allocation this academic year	£ 38,715
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	£ 283,195

Part A: Pupil premium strategy plan

Statement of intent

As a school and a community, our aim is that all pupils, including disadvantaged pupils, 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-pupil relationships and an emphasis on developing high levels of literacy, we aim to ensure all our disadvantaged pupils achieve in line with their peers.

Our approach to narrowing the attainment gap between disadvantaged pupils and their non-disadvantaged peers is a long-term strategy of focusing on high-quality teaching and learning of each child as an individual pupil 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 school-led and NTP tutoring as part of our Covid-19 catch-up plan to address gaps in learning for disadvantaged pupils. We have dedicated members of staff including in pastoral teams and a welfare team, as well as a dedicated officer to work with pupils and families to address attendance issues and persistent absence. Attendance is an even more important priority 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 pupils and their families with socio-economic and mental health needs to help improve well-being and ultimately engagement and attendance.

Challenges

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

Challenge number	Detail of challenge
1	The school was making great progress at narrowing the attainment gap between PP pupils 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 pupils, especially higher prior attainers and male pupils. The proportion of disadvantaged pupils 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 pupils.
4	Improve the attendance of PP pupils which has reduced during the 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 pupils in Year 11 in line with GCSE targets.	<ul style="list-style-type: none"> Higher average attainment 8 and progress 8 scores for pupils for each cohort of disadvantaged pupils in GCSE results from 2022-2024. Greater proportions of Year 11 pupils in each cohort 2022-2024 meeting GCSE targets.
Improve the academic outcomes for male higher prior attaining disadvantaged pupils 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 pupils for each cohort of disadvantaged pupils in GCSE results from 2022-2024 when compared to female HPA disadvantaged and non-disadvantaged pupils. Higher average attainment 8 and progress 8 scores for male HPA pupils for each cohort of disadvantaged pupils in GCSE results from 2022-2024 when compared to male HPA non-disadvantaged pupils.
Increased average attendance levels for disadvantaged pupils and a reduction in persistent absences for disadvantaged pupils.	<ul style="list-style-type: none"> Average attendance of at least 95% for disadvantaged pupils (academic year 2020/21 was 91.63%). Persistent absence for disadvantaged pupils reduced to close the gap with non-disadvantaged peers (academic year 2021/22 is 37% for PP and 21% for non-PP).
Improve literacy and numeracy skills and positive reinforcement to address lack of engagement amongst a significant proportion of disadvantaged pupils and allow them to	<ul style="list-style-type: none"> Greater fluency in the use of subject-specific vocabulary and oracy of disadvantaged pupils based on formative and summative teacher

<p>make more rapid academic progress.</p>	<p>assessment.</p> <ul style="list-style-type: none"> • Greater participation in lessons by disadvantaged pupils based on formative and summative teacher assessment outcomes and quality assurance from middle leaders. • A reduction in negative behaviour incidents and sanctions for disadvantaged pupils 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 pupils by ensuring teaching is consistently adapted the individual needs of all pupils.</p>	<ul style="list-style-type: none"> • Greater participation in lessons by disadvantaged pupils based on formative and summative teacher assessment outcomes and quality assurance from middle leaders. • A reduction in negative behaviour incidents and sanctions for disadvantaged pupils 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** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 87,651

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ongoing investment in National College CPD and external CPD</p>	<p>Accessible development of teaching and learning skills and training in the understanding of SEMH needs of disadvantaged pupils</p> <p>Improved differentiated teaching approaches from experienced teachers and support for early career teachers.</p>	<p>1,2,3,4</p>

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

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

Budgeted cost: £ 38,299

Activity	Evidence that supports this approach	Challenge number(s) addressed
School-led tutoring 25% allocation	Small group or structured 1:1 intervention to narrow gaps in learning <i>Research by the Education Endowment Foundation (EEF) and National Foundation for Educational Research shows that individual tuition builds pupils' confidence and provides opportunities for staff to identify areas requiring specialist support. Many pupils find that tutoring</i>	3,4

	<i>offers a safe space to talk about concepts they have struggled with in the classroom.</i>	
Provide revision resources for all key stage 4 pupils in the Ebacc subjects	Remove the socio-economic barrier to learning to enable all pupils 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 pupils 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 pupils.</i></p>	1,2,3,4
Focused PP team to track progress and support pupils	<p>Raising the profile of PP pupils, monitoring to identify gaps in learning, barriers to engagement, and the need for socio-economic support. Working with departments on interventions, and supporting pupils 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>Ongoing 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 notes a study providing evidence of Year 7 pupils making 3 months additional progress (5 months for disadvantaged pupils) when they used Accelerated Reader.</i></p>	1,2,3,4

Peri lessons for music pupils	Remove the socio-economic gap to enrichment	3
Overlays / coloured paper	Support to pupils with a specific learning difficulty (eg. Dyslexia).	1,2,3

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

Budgeted cost: £157,245

Activity	Evidence that supports this approach	Challenge number(s) addressed
Hardship fund and resources for disadvantaged pupils	<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 pupil.</p> <p><i>EEF Guidance Reports outline the importance of consistent high-quality teaching that is adapted to the individual needs of all pupils. 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 after school for tutoring, support with homework, support with 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 pupils. 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 pupils at risk of Permanent Exclusion and unable to cope with mainstream school education. Ensures they have the qualifications needed to go on to their next step and do not end up as young persons not in education, employment or training (NEET).</p> <p><i>Our approach centres on adapting to the</i></p>	3,4

	<p><i>needs of individuals, including supporting those pupils 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 pupils which required its use and enables them to achieve good educational attainment on par with their mainstream peers".</i></p>	
Improved attendance	<p>Dedicated Attendance Officer who monitors all absences, including persistent absence (less than or equal to 90%), identifying the causes and vulnerabilities of all pupils, 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.</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 and Parent Support Worker	<p>Support of SEMH of pupils and families to help engagement with school and learning as well as access to external support services. This supports the well-being of pupils and ultimately their academic engagement.</p> <p><i>The support offered by our learning mentors is a type of cognitive behavioural therapy and counselling support to ensure supportive relationships exist for our most vulnerable pupils 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 Childrens' Learning' outlines the importance of more sustained and intensive support for children and families where needed.</i></p>	1,2,3,4

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 pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

Year 7 were all assessed for their estimated reading ages and percentiles using Star Reading tests by Accelerated Reader, Cognitive Abilities Tests (CATs) and other internal baseline assessments from which gaps in learning and targets were determined.

Year 11 GCSE grades were determined following a robust assessment process, including teacher assessments and classwork (30%), mock exams in exam conditions (30%) and summative assessments in exam conditions (40%).

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Attainment 8 scores for disadvantaged pupils significantly improved from 2020 to 2021 and 2021 scores were also higher than 2019. However, scores for non-disadvantaged pupils also improved so the attainment gap was not narrower. Intended outcomes were not met due to school closures and a lack of consistency in pupil engagement in remote learning. Consequently, our 2021/22 activities and new three-year plan includes a significant amount of the strategies from the previous plan as they could not be fully implemented previously and impacts could not be fully measured.

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
SAM Learning	SAM Learning
Hegarty Maths	Hegarty Maths
Languagenut	Languagenut
Life to the Full	Ten Ten Resources
Seneca Learning	Seneca Learning