

# 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 Catholic School & Sixth Form College
Number of pupils in school	1356
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2022
Date this statement was published	September 2021
Date on which it will be reviewed	January 2022 March 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	£275,260
Recovery premium funding allocation this academic year	£38,860
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£314,120

# Part A: Pupil Premium Strategy Plan

## Statement of intent

*Priority is to narrow the gap in progress and achievement of PP and non-PP students. To achieve this, we will be implementing the EEF guidance on research-based approaches to support disadvantaged students. Funding will be used to support continued staff professional development to further improve high quality teaching and learning approaches and enable greater student engagement with the curriculum. Investment in literacy tools and resources will be made to identify the academic barriers to learning. We will invest in tutoring programmes and staffing to provide and enable structured small group and 1:1 academic tutoring in conjunction with in-house school interventions already in place. We will identify and support students and their families with socio-economic and mental health needs to help improve well-being, remove barriers to learning and improve 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	To narrow the progress gap between PP and non-PP students which has widened during the pandemic and teacher assessments
2	To address knowledge gaps, literacy and numeracy skills; to improve the progress of HPA boys
3	Re-engage learners with a full and challenging curriculum by identifying and addressing the gaps in and the barriers to learning
4	Improve the attendance of PP students

## 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
The progress gap between PP and non-PP will be reduced	Gap will have reduced to at least pre 2019 GCSE results
HPA male students achieve their target grades across the curriculum	HPA male students achieve in line with HPA female students
PP student attendance is at least 95% (academic year 2020/21 91.63%)	Attendance target of 95% is reached

Improved literacy and numeracy skills re-engages learners	Reduced progress gap across all academic years Reduced behaviour incidents and sanctions
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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: £99,109

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Ongoing investment in National College CPD and external CPD</i>	Accessible development of teaching and learning skills and training in the understanding of SEMH needs of disadvantaged students. Improved differentiated teaching approaches from experienced teachers and support for early career teachers	1,2,3,4
<i>Focused programme for Literacy</i>	Improved student literacy re-engages students with their curriculum and removes a barrier to learning; informs planning of teaching and learning and curriculum support	1,2,3,4
<i>Teaching &amp; Learning development and CPD programme</i>	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	1,2,3,4
<i>Teaching &amp; Learning Resources subscriptions</i>	Wide ranging resources to meet the various learning needs of students and support differentiated teaching	2

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

Budgeted cost: £74,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>NTP tutoring</i>	Small group or structured 1:1 intervention to narrow gaps in learning	3,4

<i>In-house tutoring programme</i>	Small group or structured 1:1 intervention to narrow gaps in learning	3,4
<i>Provide revision resources for all key stage 4 students in the Ebacc subjects</i>	Remove the socio-economic barrier to learning to enable all students access to the full range of support resources for GCSEs. Support learning beyond the classroom	1,3
<i>Education Psychologist services</i>	Identification of cognitive and behavioural factors that are a barrier to learning to inform effective education planning for individual students; improve access to and engagement with learning	1,2,3,4
<i>Focused PP team to track progress and support students</i>	Raising profile of PP students, identifying barriers to engagement, socio-economic support, working with departments on interventions, supporting students and parents/carers. Delivery staff CPD.	1,2,3,4
<i>Online learning tools to support reading, numeracy, MFL, online learning</i>	Ongoing literacy and numeracy assessments to establish reading ages and numeric literacy to ensure appropriate differentiation to make learning accessible	1,2,3,4
<i>Peri lessons for music students</i>	Remove the socio-economic gap to enrichment	3
<i>Interventions</i>	Currently unknown potential costs to support academic interventions for disadvantaged students, including those just above threshold for FSM/PP, those that become FSM during 2021/22; additional funding for any temporary support that may be needed.	1,2,3,4

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

Budgeted cost: £140,761

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Hardship fund</i>	Immediate support for uniform costs, academic materials, stationery, astroturf (3G) trainers, PE kit, school trips, scientific calculators. This removes socio-economic barriers and improves the SEMH of the student	1,2,3,4

<i>Transport</i>	Equal access to targeted academic support after school for tutoring, support with homework, support with classwork, participation in extra-curricular activities	1,2,3,4
<i>Alternative Provision</i>	Access to alternative education provision approved by Durham LA for students at risk of PEX and unable to cope with mainstream education. Provision ensures students have qualifications to access next steps and do not become NEETS	3,4
<i>Improved attendance</i>	Dedicated Attendance Officer who monitors vulnerable disadvantaged students and low attending students, working with parents to identify the barriers. Assistant Heads of Year support and plan re-engagement with parents to improve individuals' attendance	1,2,3,4
<i>Learning Mentor, LSA and Parent Support Worker</i>	Support of SEMH of students and families to help engagement with school and learning, plus access to external support services	1,2,3,4

**Total budgeted cost: £314,120**

## 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.*

Please see Accelerated Reader data, standardised base line assessments across the curriculum in Year 7, moderated and standardised GCSE assessments

*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?*

Many of our strategies have been carried over from our 2020-21 PP plan as a lot of the planned interventions could not be fully implemented due to lockdowns and students' extended periods of self-isolation. As a result of interventions not being fully implemented, intended outcomes for academic progress were not met.

### 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	
Hegarty Maths	
Time Tables Rockstars	
Language Nut	

## Service pupil premium funding (optional)

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

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

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*