

Durham Johnston Comprehensive School

Pupil Premium Strategy Statement 2019-20

1. Rationale

Durham Johnston has 5 core values:

1. **Academic Excellence**; progress for all.
2. **Acquiring Knowledge**; the importance of being an educated person and knowing things.
3. **Social Justice**; opportunities for all, regardless of background.
4. **Public Service**; the importance of making a contribution to the school community and wider society.
5. **Global Opportunities**; a rounded education that 'opens doors' regardless of location or specialism.

The performance of disadvantaged students and the inclusion of those who are vulnerable is a strategic priority for Durham Johnston.

2. Pupil Premium Summary Information

Total number of pupils	1666	Number of Pupils Y7-11	1317
Pupils eligible for PP funding	238	% of Pupils Eligible	18%
Number of eligible boys	108 @ £935	Number of eligible girls	130 @ £935
Estimated Pupil Premium Budget for financial year 2019-20 (SCP, PLAC, PP)	£210, 290	Number of Looked after children/Post LAC/SCP	8 LAC @ £1,700* 9 PLAC @ £2,300 9 Service Children @£300

*Looked After Children in Durham receive £2,300 with £600 being retained centrally by Durham Virtual School.

3. Current Attainment

	Pupils eligible for PP DJCS	All Pupils (National Average)
Progress 8 score average	-0.309	0.11
Attainment 8 score average	44.24	46.5
Pupils achieving 9-4 English	69-4% (SISRA)	70%
Pupils achieving 9-4 Maths	61.1% (SISRA)	71.1%

Pupils achieving 9-5 English	58.3% (SISRA)	53%
Pupils achieving 9-5 Maths	41.7% (SISRA)	50%

4 . Barriers to Future Attainment

Academic Need	Action	Desired Outcome
Improved attendance at lessons	Early identification of attendance issues within subjects and across cohort. Regular meeting between pastoral team and Attendance officer to address potential issues. Swift referral to FT/YL, Attendance team. Revision of attendance procedures to include SIMS training and use of Discover to promote effective use of attendance data. Increased staffing of SSC to provide quality lessons to vulnerable pupils.	Pupils attend lessons, receive quality teaching, subject specific advice, instruction and guidance. Continue to reduce PA of vulnerable groups. Increased support and integration of pupils for whom attendance is an issue.
Improved P8 of disadvantaged pupils at GCSE	Early identification of underachieving pupils through new assessment dates and system. Regular monitoring of behavior and attendance in conjunction with FFT alerts and DJCS alerts. Presenting key pastoral info/ data alongside academic achievement at every pastoral/ subject level.	Increased P8 for disadvantaged pupils. Early intervention for vulnerable pupils through early identification of potential barriers
Improved literacy and vocabulary across all Key Stages for underachieving groups (PP, SEND, attendance below 95%)	Senior Teacher in post with responsibility for whole school literacy. CPD for all staff. Subject specific literacy development. Phonics programme and guided reading programme for Y7. Paired reading programme for Y7&9. Poetry initiative. Pastoral programme to include focus on literacy. Collaboration with Children and Young People's service, regarding professional use of language with vulnerable children. Literacy programme with partner primary school to include training for DJCS staff and pupil volunteers. Integration of KS2 reading and maths scores with Y7 reporting system. HWK & Breakfast club. Additional literacy session SSC and breakfast club. Mentoring sessions. Language opportunities and promoting access to language opportunities for vulnerable pupils. Homework club, Wed free bus serving areas of our community highlighted as having high levels of disadvantage.	Improved P8 of all pupils. Across all subjects not confined to English. Improved literacy and vocabulary of Y7 pupils initially.

Effective support for and preparation of pupils for transition between Key Stages	<p>Effective evaluation of transition team following first year. Future planning and review meeting to take place half-termly to further improve transition for pupils at KS2-3, KS3-4, KS4-5. Pastoral calendar created to allow forward planning and effective support to be deployed key dates when all pupils and especially those who are vulnerable are involved in a transition process. Newly appointed pastoral support team at KS 3 and KS4 to be mentored by YL and AHT Behaviour and AHT Vulnerable Pupils. Informed choices supported & made. Expanding links with DJCS sixth form team lead by Deputy Head of Sixth form with responsibility for G&T.</p>	<p>Explicit support structure – making pupils aware of where to access support for advice on education. Smooth and successful transition. Increased work with Y5 pupils, especially those with SEND.</p>
Social, emotional and wellbeing barriers		
Need	Action	Desired Outcome
Improved Attendance	<p>Pastoral and academic systems merger of good practice. Pro-active recruitment of parental support. Trauma and attachment training for staff. Increased efficiency of attendance procedures, shared good practice between attendance and welfare officer and data manager regarding particular groups of pupils. Increased use of Discover facility.</p>	<p>Instil sense of belonging to DJCS for all pupils. Improved attendance. Extra-curricular audit to allow early identification of pupils who appear to be disenfranchised. Evaluate extra-curricular offer for all pupils. Recruitment to appropriate activities and support, monitoring by FT for those pupils. Termly priority for pastoral teams, identified from dashboard.</p>

Increase academic guidance and pastoral support for PP pupils	Whole school initiative 'Year of FT' INSET priority September staff training. Pastoral carousel and pastoral focus for year ahead. Background becomes irrelevant to opportunities to achieve potential. Improved choices and in particular improved points score in open bucket & Ebacc. SIMS easy access update on PP pupils and those who are vulnerable, potentially vulnerable. Trial of new tutor intervention week. Pastoral calendar to link to key dates for school, PHSE programme and events, assessment. Pupil briefing to pastoral period on a morning and preserve period as pastoral lesson.	Early identification of potential barriers to learning, removal of barriers impeding progress. Continued trend for increased numbers of PP in our sixth form. Meaningful pastoral programme for Y7-11 cohorts. Improved relationship and contact between FT and form class.
Develop bespoke curriculum opportunities alongside emotional support	Develop SSC capacity and provision of alternative courses such as catering and forest schools. Breakfast club. School counsellor and school nurse – vulnerable pupil priority access. SSC staffing/facilities.	Improved attendance and achievement of vulnerable pupils.
Increased positive pupil and parental engagement with school.	Revision of open evening programme. Informed/improved communication with parents, to share information regarding pupil progress and transition information Enviro club, public service, cohort events. LG – support role rewards	Increased support for pupils from home to encourage achievement, attendance. Increased experience of positive educational experiences.

6. Pupil Premium Planned Expenditure					
Desired Outcomes	Action	Evidence Source	Expenditure	Baseline Data	Evaluation

<p>Improved Attendance resulting in improved academic achievement.</p>	<p>Additional periods of Ma and Eng AHT T&L*(50%) development of lesson observation protocol. Attendance and welfare officer CPD Intervention groups at KS3&4, pastoral time for colleagues to meet regularly and action agreed outcomes.</p>	<p>E.E.F. - What happens in the classroom makes the biggest difference. Effective use of feedback (Graham, Hebert and Harris 2015 University of Nebraska and Arizona State University) and collaborative learning (Gillies and Boyle 2010).</p>	<p>£109975 £41500 £9180 £9338</p>	<p>Comparison of P8 to National figure. Previous year attendance figures. Comparison to LA and national figures</p>	
<p>Improved P8 of disadvantaged pupils and target groups at GCSE.</p>	<p>Homework Club, LSA specific support and transport. Extra-curricular Intervention sessions Internal facility within SSC for Alternative Provision</p>	<p>E.E.F. - Targeted small group interventions have potential for largest immediate impact upon attainment. (Elbaum, Vaughn, Hughes, Moody. 2000)</p>	<p>£8160 £5100 £28531</p>	<p>Comparison to LA and national P8 figure for target groups.</p>	
<p>Smooth and successful transition between key stages.</p>	<p>SLG Transition Team established. C&G advice Outreach into Primaries Support staff attendance at Transition events & Y7 Pastoral Admin CPD</p>	<p>E.E.F. - Transition between phases of education is a risk point for vulnerable learners. (Henderson, Hodgen, Foster, Kuchemann 2012) The challenge of improving post-16 attainment is a particular issue for students from disadvantaged backgrounds. (NFER Literature review 2016. Maughan, Mitchell Horrocks, Taylor Smith)</p>	<p>£2650 £7985 £18675*? £12240</p>	<p>Evidence of progress to next stage – Y7 behaviour events and attendance, GCSE entries, NEET figures for KS5. Raised aspirations. Continued PHSE provision by external specialists.</p>	

<p>Improved attendance and achievement of vulnerable pupils</p>	<p>Development of alternative provision internally. Bespoke curriculum opportunities in KS3&4 Additional minibus costs Use of fitness facility for vulnerable groups Additional phonics programme</p>	<p>E.E.F. - A majority of pupils eligible for FSM have not achieved a good standard in maths and English by age 10. Studies show properly trained and supported LSA can boost pupil progress. (Maximising the impact of Teaching Assistants. Anthony Russell 2012)</p>	<p>£21000 £10000 £4528 £8000 £4590</p>	<p>Previous attendance and achievement figures of pupils. Target grades. Reduced PA.</p>	
<p>Increased positive educational experiences for disadvantaged pupils.</p>	<p>AHT role, Senior teacher and support roles specific for disadvantaged pupils and for literacy. Extra-curricular access to activities for disadvantaged groups. Cultural events such as Y7 cathedral. Targeted curriculum activities eg maths boot camp Senior teacher appointment and associated cover costs for activities such as university visits.</p>	<p>(Quigley and Coleman: EEF KS3 and KS4 Literacy Guide) Senior leadership of a whole school approach can raise the attainment for disadvantaged pupils.</p>	<p>1 x £14525 2 x £2500 3 x £2094 £3570 £3070</p>	<p>CPD for whole staff with literacy focus. Dept meeting record of literacy actions in line with EEF guidance. Pupil record of cultural experiences. Increased positive opportunities recorded.</p>	

<p>7. Budget Summary</p>		
	<p>Desired Outcome</p>	<p>Cost</p>
<p>A</p>	<p>Improved Attendance resulting in improved academic achievement.</p>	<p>£123,683</p>

B	Improved P8 of disadvantaged pupils and target groups at GCSE.	£92629
C	Smooth and successful transition between key stages.	£41550
D	Improved attendance and achievement of vulnerable pupils	£35590
E	Increased positive educational experiences for disadvantaged pupils.	£33353
Total Budget Spent		£326805

Additional Funding Supporting Provision	

Governance			
Monitoring The Effectiveness & Impact of Pupil Premium Performance			
Pupil Premium Governor: Mr David Gibson			
Pupil Wellbeing Meeting	Autumn: 14.11.19	Spring:	Summer:
Summary			
Review Date		August 2020.	