

Durham Johnston Comprehensive School 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 2021-22	Data 2022-23	Data 2023-24	Data 2024-25
School name	Durham Johnston Comprehensive School	Durham Johnston Comprehensive School	Durham Johnston Comprehensive School	Durham Johnston Comprehensive School
Number of pupils in school		Year 7-11 1324 Y7-13 1695	Year 7-11 1329 Y7-13 1690	Year 7-11 – 1333 (218) Y7-Y13 – 1687 (227)
Pupil eligible for PP grant	18.48%	16.17%	14.85%	16.35% (218)
Academic year/years that our current pupil premium strategy plan covers	2021/22 – 2024/25	2021/22 – 2024/25	2021/22 – 2024/25	2021/22 – 2024/25
Date this statement was published	December 2021	December 2021, updated December 2022.	December 2022, updated December 2023.	December 2023, updated December 2024.

Date on which it will be reviewed	Autumn term 2022	Autumn term 2023	Autumn term 2024	End of cycle. New plan required.
Statement authorised by	Andrew O'Sullivan	Andrew O'Sullivan	Andrew O'Sullivan	Rosslyn McFadden
Pupil premium lead	Julie Bell	Julie Bell	Julie Bell /Stuart Bowman	Michael Simpson
Governor / Trustee lead	Vanessa Kind	Vanessa Kind	Vanessa Kind	Vanessa Kind

Funding overview

Detail	Amount 2021-22	Amount 2022-23	Amount 2023-24	Amount 2024-25
Pupil premium funding allocation this academic year	£228000	£208,820	£259,650	£245,000
Recovery premium funding allocation this academic year	£31610	£0	£33,948	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	£0	£0	£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	£259610	£208,820	£293,598	£253,089

Part A: Pupil premium strategy plan. Statement of intent 2021-25.

We have 5 core values that accurately reflect the school's ethos. They are:

1. **Academic Excellence**; a belief in progress for all.
2. **Acquiring Knowledge**; the importance of being an educated person and knowing things.
3. **Social Justice**; providing 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.

We want all students to make progress, regardless of their background or ability. We think that it is important to know things and to develop excellent subject knowledge across 3, 5 and 7 years. We recognise that students come from a range of backgrounds, but as a comprehensive school we want to emphasise that it is not where you are from that matters, but what you do and what you can achieve. We believe that all students should understand the society in which they are growing up and that they should make a contribution for the public good. They are individuals, but have a role to play in helping and supporting others within society. We also seek to prepare students for the opportunities of the future, wherever or whatever those opportunities might be. As public servants, we will seek to be trustworthy, wise, kind, optimistic and fair when working with other members of the school community.

We will consider the challenges faced by pupils who are disadvantaged by circumstances outside of school. The interventions outlined in this statement are intended to support individual pupil needs, regardless of whether they are disadvantaged or not. Our strategy is integral to the wider school plans for education recovery and targeted support for pupils whose education has been worst affected in recent times, including non-disadvantaged pupils. Our approach will be responsive to common challenges and individual needs, rooted on robust diagnostic assessment.

We will use internal data such as attendance figures, attainment data, [suspension](#) data and behaviour incident records to evaluate effectiveness. We have external standardised assessment scores for English, Maths and Science which allow us to identify the core challenges that some pupils face in those subjects. We have results of access arrangement testing.*

We also know from our internal data that pupils who are most disadvantaged are not accessing the enrichment opportunities we have been providing. Data shows that there is significant increased need for SEMH support for our pupils.

Challenges 2021-25

This details the key challenges to achievement that we have identified among our disadvantaged pupils. Progress towards this target this year and any changes to the previous strategy statement are highlighted in green text.

Challenge number	Detail of challenge
1	<p>Improved progress of disadvantaged pupils, particularly at GCSE</p> <p>Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by previous partial school closures to a greater extent than for other pupils. These findings are evidenced by several national studies. This has caused significant knowledge gaps resulting in pupils falling further behind age-related expectations. Results in June 2024 indicated an achievement gap between disadvantaged students and their peers</p>
2	<p>Improved attendance at lessons. Increased academic guidance and pastoral support for pupils who are disadvantaged. Improved Attendance resulting in improved academic achievement.</p> <p>Our attendance data over the last 4 years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.</p> <p>2023-24: Overall attendance 92.7% FSM6 84.9% (vs non-FSM6 94%) PA for school is 18.7% vs National figure 26.7%. There remains a gap of 44% FSM6 PA vs 14% Non-FSM6 PA. This continues to be a priority. Internal truancy has reduced significantly (as evidenced by our on-call data).</p> <p>2022 – 23 Improvements in attendance have led to more internal truancy – students in school need to be in lessons in front of teachers, rather than simply being in the building, to improve academic achievement.</p> <p>2022-23: Overall attendance 92.8% FSM6 86.5% (vs non-FSM6 93.9%) PA for school is 19% vs National figure of 28% (totalling 257 PA students).</p> <p>2021-22: Overall attendance 92% (removing Y11 from May half term) National figure is 89.7%. FSM6 85.7% National figure 84.9%. Overall attendance PP 88%. 260 PA students of which 82 are PP.</p> <p>2020-2021: Overall Attendance 94.3 %, PP 88.63%. 44.32% of disadvantaged pupils have been 'persistently absent' compared to 13.76% of all pupils. FSM National figure 24.1%</p>

	<p>2019-20: Overall Attendance 91.1% PP 86.78 %. All PA - 139 students (10.33%) PP PA - 56 students (40.29% of PP students) FSM National figure. 23.8%</p> <p>2018-2019: Overall Attendance 95.42% PP 92.2% All PA - 112 students (11% of population, national is 13.7%) PP PA - 52 students (25.2% of PP students, national is 24.7%).</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
3	<p>Increased positive educational experiences for disadvantaged pupils. Increased positive pupil and parental engagement with school. Increase academic guidance and pastoral support for PP</p> <p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment. During the pandemic, teacher referrals for support markedly increased. 60 (23 are disadvantaged) students required additional support in the academic year 2021-22, 2022-23's numbers on LA's vulnerable list increased to 123. 2023-24's numbers decreased to 112 on LA's vulnerable list. Interventions have been put in place for various groups of disadvantaged students including zones of regulation and resilience, with students from all year groups; 12 from year 8, 10 from year 9, 15 from year 10.</p> <p>Students with social and emotional needs totalled 26 (9 of whom are disadvantaged) receiving small group interventions via one of our Student Support Centre Pathways. AYL work with groups of disadvantaged pupils within their cohort.</p> <p>From 2021-2022, the number of children on our SEND register due to SEMH issues has increased to 21 students.</p> <p>From 2022-2023 sees the number of SEMH students remain consistent at 22 (with 10 of these being PP).</p> <p>Student referral numbers along the SSC pathways became excessive. During 2022-23 we created a pastoral panel who meet once per half term at least, to discuss referrals. 114 students have accessed support within school and from outside professionals in term one this academic year. 73 students have been referrals made for behaviour and pastoral support from our Lydia centre alone during this Autumn term. Durham Johnston's challenges in this area have largely remained the same. The pastoral panel continues to meet on a regular basis to support students, the Lydia space has become a designated SEN facility allowing for more small group work and 1-2-1 provision to be provided for our students. However, the successes in improving attendance for students has increased problems of internal truancy. From 2023 to date the</p>

	number of SEMH students has risen slightly to 26 (with 9 of these being PP) For 2024-25 the pastoral panel has evolved into Key Stage Lead meetings. KSLs work directly with AHT (SEND & Inclusion), DHT (Pastoral). Lydia continues to grow as the designated SEN facility.																																																
4	<p>Improved literacy and vocabulary across all Key Stages for underachieving groups (PP, SEND, attendance below 95%) Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects. The gap is illustrated in the table below showing results of GL assessments and percentage of pupils below age related expectations.</p> <table border="1"> <thead> <tr> <th rowspan="2">2021</th> <th colspan="2">Year 7</th> <th colspan="2">Year 8</th> <th colspan="2">Year 9</th> </tr> <tr> <th>Non-Dis</th> <th>Dis</th> <th>Non-Dis</th> <th>Dis</th> <th>Non-Dis</th> <th>Dis</th> </tr> </thead> <tbody> <tr> <td>Below exp</td> <td>57 %</td> <td>77 %</td> <td>44%</td> <td>66%</td> <td>33%</td> <td>68%</td> </tr> <tr> <td>2022 less than 99</td> <td>99/208</td> <td>21/47</td> <td>32/213</td> <td>21/39</td> <td>36/200</td> <td>14/51</td> </tr> <tr> <td>Below exp 2022</td> <td>13%</td> <td>44%</td> <td>15%</td> <td>53%</td> <td>18%</td> <td>27%</td> </tr> <tr> <td>Below exp 2023</td> <td>16%</td> <td>40%</td> <td>16%</td> <td>43%</td> <td>18%</td> <td>38%</td> </tr> <tr> <td>Below exp 2024</td> <td>15% (31/207)</td> <td>37% (11/30)</td> <td>16% (34/216)</td> <td>50% (16/32)</td> <td>5% (11/214)</td> <td>19% (5/26)</td> </tr> </tbody> </table>	2021	Year 7		Year 8		Year 9		Non-Dis	Dis	Non-Dis	Dis	Non-Dis	Dis	Below exp	57 %	77 %	44%	66%	33%	68%	2022 less than 99	99/208	21/47	32/213	21/39	36/200	14/51	Below exp 2022	13%	44%	15%	53%	18%	27%	Below exp 2023	16%	40%	16%	43%	18%	38%	Below exp 2024	15% (31/207)	37% (11/30)	16% (34/216)	50% (16/32)	5% (11/214)	19% (5/26)
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5	<p>Effective support for and preparation of pupils for transition between Key Stages smooth and successful transition between key stages.</p> <p>Pupil feedback informs us that times of transition in education can bring anxiety and uncertainty. This impacts upon decision making. We will strive to educate and inform pupils prior to any transition in their academic career to support a smooth and successful change.</p> <p>2022-23 We have expanded the transition support role so that we provide bespoke support for students transferring to us mid-year. We now find that some of these children have a very disrupted previous learning experience largely due to the constraints of the pandemic. They have found remaining in formal and structured education a challenge. We are extending transition support KS2-3 into Year 5 with a particular focus on parental support and preparing parents/carers</p>																																																

for the transition to secondary school. We support transition between KS3-4 and 4-5 for all of our students and especially those accessing significant support in our student support centre.

2023-24 This continued into 2023-24 – New for 2023-24, the local authority (LA) began a coordination of the transition response by identifying key pupils (through the work of Kathryn Blakelock – Youth offending team, OnePoint, central inclusion panel, educational psychologists and Early Help (Susan Barker)).

2024 – 25 The KS2-3 process has developed, beginning on 25th March 2024, with bespoke interventions, additional enhanced transition visits to school, for identified students. As a result, early intervention and EP/EWEL/EHNT support has been identified for 7 students with ongoing support to aid transition. Options support and individualised guidance for specific disadvantaged groups (young carers/SEND/FSM6) in KS3-4. Future pathways guidance and specific support for attending interviews and choosing courses in KS4-5.

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
<p>1) Improved academic progress among disadvantaged pupils across the curriculum at the end of KS4. All KS4 pupils secure appropriate next step in education, employment and training. Early identification of underachieving pupils through new assessment calendar. Regular monitoring of behavior and attendance in conjunction with FFT alerts and DJCS alerts. Presenting key pastoral info/ data alongside academic</p>	<p>2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve:</p> <p>An average Progress 8 score with a continued and sustained positive trend. We will continue to monitor our own GCSE results and make comparison to LA and national P8 figure for target groups. Continued trend for increased numbers of PP in our sixth form. Sustained zero level of NEET 2022-2025 Increased numbers of pupils accessing and attending the most appropriate educational course for them and receiving increased support.</p>

<p>achievement at every pastoral / subject level. High quality CPD, thoughtfully planned in response to identified need and delivered by outstanding practitioners with an excellent understanding of our staff and pupils. Feedback to evidence direct impact in the classroom</p>	<p>Raised awareness amongst staff of pupils who are most disadvantaged, evaluation of staff training and CPD.</p>
<p>2) To achieve and sustain improved attendance which facilitates academic achievement particularly for our pupils who are disadvantaged. Improved attendance promotes increased pastoral support for all pupils, especially those who face disadvantage. Attendance at high quality lessons, delivered by subject specialists promotes academic achievement of disadvantaged pupils. Continue to reduce PA of vulnerable groups. Increased support and integration of pupils for whom attendance is an issue. Shared good practice between attendance/welfare officer and data manager regarding target groups of pupils. Increased use of Discover facility.</p>	<p>Sustained high attendance from 2021/2-24/25 demonstrated by: The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced from existing gap of 5.67%. The percentage of all pupils who are persistently absent being below 13.7% (National figure pre-2018-19) and working towards the figure among disadvantaged pupils being no more than 10% higher than their peers in a normal school year. Covid and lockdown have impacted massively upon our attendance and national attendance and PA figures. Previous year attendance figures show positive trend with narrative of intervention and support plans for cases of concern. Early identification of attendance issues within subjects and across cohorts. Regular meeting between pastoral team and Attendance officer to address potential issues and all meeting notes logged on tracking sheet to evidence support required and offered to pupils. Increased staffing of SSC to provide quality lessons to vulnerable pupils. SSC register to evidence attendance at particular sessions and timetabled lessons. To improve on-call procedures, improve monitoring of attendance and communication with families through attendance intervention</p>
<p>3) Increased positive educational experiences for pupils who are disadvantaged. To support wellbeing for all pupils, especially those facing disadvantage. To celebrate achievement of all pupils and continue to provide opportunities for all pupils and facilitate such for those who are disadvantaged.</p>	<p>Sustained high levels of wellbeing from 2022-25 demonstrated by: Qualitative data from student voice, student and parent surveys and teacher observations. Presented to significant audience such as Governors, Teacher IN-SET, parental communications. Significant increase in participation in enrichment activities, particularly among disadvantaged pupils, extra-curricular audit to evidence this. Registers and reviews of educational visits, speakers and visitors from pupils who are disadvantaged.</p>

<p>Revision of open evening programme and parental information evenings to support positive relationships with families of pupils and improve communication with regards to pupil progress and achievement.</p>	<p>Registers of musical tuition opportunities funded by school and LA for pupils who are disadvantaged.</p> <p>Comparison of attendance and achievement figures of pupils. Reduced PA* see attendance challenge.</p> <p>Meaningful recording of house points and careful monitoring of achievements by new pastoral staff. Increased celebration of house points through pastoral systems. SIMS app increased communication with parents to report on achievements. Development of new reward system and form tutor award.</p> <p>SSC referral pathway records to demonstrate success of bespoke curriculum opportunities being offered. CPOMS training for pastoral staff to support pupil wellbeing.</p> <p>2023-4 The SSC to change and become the Lydia support centre for SEND students (44 of whom are PP). Designated staff support SEND and PP combined. This trend continues into 2025 (41 of whom are PP). Improved attendance for a small group accessing our new intensive small group support unit, for those struggling to access school who would be at Alternative Provision, called Elvet.</p>
<p>4) Improved reading comprehension among disadvantaged pupils across KS3. Improved literacy and vocabulary across all Key Stages for groups of pupils who face a particular disadvantage.</p> <p>Increased profile and engagement in reading across the school. Pupils understand the importance of reading and engage frequently in comprehension tasks.</p>	<p>Reading comprehension tests Summer 2022 demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also recognise this improvement through engagement in lessons and book scrutiny. CPD for all staff and evaluation.</p> <p>Registers and results from phonics programme and guided reading programme for Y7. Year 10 reading initiative registers. Paired reading programme evaluation for Y7&9. Poetry initiative. Review of pastoral programme to include focus on literacy. Integration of KS2 reading and maths scores with Y7 reporting system. Attendance registers at Homework club and Lydia lunch clubs to support literacy. Wed free bus register serving areas of our community highlighted as having high levels of disadvantage.</p> <p>2024-25 Staff paired reading continues with key students. Staff continue to publicise the books they are reading on their classroom/office doors.</p>
<p>5) Effective support for and preparation of pupils for transition between Key Stages. Smooth and</p>	<p>Register and evaluation surveys demonstrating attendance at events such as summer school open evenings, transition days.</p>

<p>successful transition to the next phase of education, especially for pupils facing disadvantage. Pastoral support teams at Y7, Y9, Y11, Y12 have completed transition training to support target groups of pupils directly in their care.</p>	<p>Record of Y11 destinations, supported CEAIG, Y10, Y12 and Y7 settling in reports. Parental feedback and pupil feedback from open events. Surveys on engagement in enrichment and wider life of school, for all pupils and especially those who are disadvantaged.</p> <p>Evidence of progress to next stage – Y7 and Year 10 behaviour events and attendance, GCSE entries and ultimately achievement, evaluation of NEET figures for KS5. Use of CPOMS information sharing between partner institutions. Record of support meetings. Tutor interventions.</p> <p>Recent evidence to support how students transition from key stages, reflecting a positive change.</p>
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Activity in the academic year 2024-25

This details how we intend to spend our pupil premium this academic year to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £253,089

Activity	Evidence that supports this approach	Challenge addressed

<p>3 periods of Maths and English at KS3, 4 periods of Maths and English at KS4. 4xteachers costs UPS3 £241769.04</p> <p>English and Maths are taught in mixed ability form groups on entry to Year 7. Using KS2 SAT data, weaker pupils are withdrawn and taught in small groups (max 12 pupils) in Year 7. All pupils are then broadly set at the end of half term 1 with the lower sets remaining small.</p> <p>Additional teaching groups (nurture groups) in KS3&4 for core subjects to allow small class sizes, lessons delivered by subject specialists. In Years 8&9 English and Maths lower sets are max 12 pupils, and 14 pupils for Science. At KS4 at least the lowest 3 sets in Maths, English and Science are all sub 20 pupil size.</p> <p>At the end of KS3 the weakest pupils academically are carefully placed in the same teaching band. This is through careful collaborative planning between Year Leader, SENDCO, DHT, SL for Ma, Eng and Sci.</p> <p>Almost all staff are at UPS3 level. Less than 1% of lessons are taught by non-specialists.</p>	<p>EEF – A majority of pupils eligible for FSM have not achieved a good standard in maths and English by age 19. EEF – what happens in the classroom makes the biggest difference.</p> <p>EEF - When a change in teaching approach does accompany a class size reduction (which appears hard to achieve until classes are smaller than about 20) then benefits on attainment are identified, in addition to improvements on behaviour and attitudes.</p> <p>EEF - The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress), The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective. Teachers can demonstrate effective use of metacognitive and self-regulatory strategies by modelling their own thought processes. Professional development can be used to develop a mental model of metacognition and self-regulation, alongside an understanding of teaching metacognitive strategies.</p> <p>EEF Toolkit and DFE guidance – targeted academic support can be facilitated more easily to allow for small group interventions, targeted LSA support, and additional SEMH support that might be necessary.</p> <p>Research Schools Network May 2020 – teachers specialisation can help support delivery of a rigorous curriculum which delivers better outcomes. EEF – reducing class sizes has a moderate direct impact, but teacher expertise facilitates the offer of additional languages, curricular flexibility,</p>	<p>1, 2, 3</p> <p>1,5</p> <p>1,2,3,5</p> <p>1,5</p> <p>1,2,3 1,3,5</p>
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<p>We provide total flexibility in languages with regards to choice for all pupils. Additional staff teach in MFL which facilitates smaller class sizes. Key classes are sub 20 pupils.</p> <p>Year 8 - LJS 2hours, HMD 2hours, LSA 2hours of English and maths in place of language(s). 1 LSA support pupils with English, for whom studying 2 languages would be inappropriate based upon diagnostic assessment for 2 hours per week. MCO supporting additional teaching. 6 hours x £14.56 x 39 weeks £3407.04.</p> <p>Appointment of senior staff to lead and develop internal CPD team under leadership of DHT. This will build capacity for training and support of departments. Departmental reviews by DHT support self-evaluation. This identifies training needs and areas for development which can be addressed by CPD team. £1472.58 x 2 = £2945.16</p> <p>Intervention groups at KS3&4, pastoral time for colleagues to meet regularly and action agreed outcomes during key reporting times for specific cohorts.</p>	<p>and more staff to contribute cultural offer (specialised language activities, overseas visits, hosting visitors).</p> <p>EEF - LSA support, targeted teaching interventions including individual instruction and small group tuition, all show positive effects.</p> <p>The CPD has focused on principles demonstrated as effective by research, such as QFT (SEND Code of Practice), oral language interventions and feedback. This has also been monitored and evaluated in departments and observed in SLT QA processes in school.</p> <p>EEF – time is set aside for teachers and support staff to review and discuss behaviour and academic interventions. This role helps to oversee and co-ordinate the various strands of support and intervention described above.</p> <p>This meeting helps to focus and concentrate minds on the activities described above and is part of the evaluation process.</p>	<p>1</p> <p>1,2,3</p>
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<p>Appointment of senior leader for whole school intervention £13,096.30</p> <p>Half termly middle leaders conference/training to share good practice, develop communication between pastoral and academic middle leaders in school and effectively plan the term ahead. Our ethos and strategic priorities are at the centre of this.</p>		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £2,650 also further tbc January 2024

Activity	Evidence that supports this approach	Challenge addressed
<p>Recruitment and training of new team of LSA's. (2022-23) Changes of Homework club and staffing, led by 4 LSA's free to targeted pupils and heavily advertised and promoted to target groups. Small group and 1:1 interventions in Lydia Support Centre. Timetabled lessons for vulnerable pupils.</p>	<p>EEF – Targeted small group and 1:1 interventions have potential for largest immediate impact upon attainment. EEF - Studies now show properly trained and supported LSA can boost pupil progress. EEF - Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported. Homework has a positive impact on average (+ 5 months)</p>	<p>1, 4</p>
<p>Increased profile of reading and comprehension across entire school, led by senior teacher with whole school responsibility for literacy. £2650</p>	<p>Programmes that provide a daily extra period of reading and those utilising technology were no more effective, on average, than programmes that did not provide these resources. The findings suggest that secondary readers benefit more from socially and cognitively engaging teaching than from additional reading periods or technology.</p>	<p>1, 4</p>
<p>Diagnostic assessment tools to support teaching. Appointment of very experienced SENDCO who is conducting all in house diagnostic assessments. If a need is found support is put in place.</p>	<p>Diagnostic assessments provide opportunities to reflect on pupils' thinking, strengths, and weaknesses. They can give useful insights into pupil learning, although interpreting the information they produce requires some level of professional judgement from teachers, as there are many reasons why pupils might answer a question in a certain way. When used effectively, diagnostic assessments can indicate areas for development with individual pupils or across classes and year groups. Some methods can also help teachers isolate the specific misconceptions pupils might hold.</p>	<p>1, 2, 3, 4</p>

Phonics development and phonetic spelling programmes led by SEND dept.	EEF - Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. The teaching of phonics should be explicit and systematic to support children. The teaching of phonics should be matched to children's current level of skill. Phonics improves the accuracy of the child's reading but not necessarily their comprehension. .	1, 3, 4, 5
Year 11 and 6 th form/subject teacher tutoring and revision sessions (supported by LG mentoring of PP students).	EEF – Making a difference with effective tutoring. When one-to-one and small group tutoring are implemented well—following the principles in this short guide—it is likely that it can be impactful. This may prove particularly valuable to support closing the gap for disadvantaged pupils. These three principles are: 1. Selecting pupils and scheduling sessions effectively; 2. Aligning tutoring with curriculum and assessment; 3. Creating a sustainable tutoring model.	1, 2, 3, 4 and 5

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

Budgeted cost: £23,629.30

Activity	Evidence that supports this approach	Challenge addressed
1. Attendance and welfare officer CPD on updated electronic systems. Attendance at pastoral management meetings and integral part of external agency meetings and pastoral panel.	<p>EEF – what happens in the classroom makes the biggest difference.</p> <p>EEF – Senior leadership of a whole school approach can raise the attainment for disadvantaged pupils.</p> <p>EEF - . Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well</p>	2, 3, 2,3

<p>Intervention groups at KS3&4, pastoral time for colleagues to meet regularly and action agreed outcomes.</p> <p>New A* Attendance software programme, new lead on attendance and academic intervention (MHO) to support early intervention. Improved approaches and development of support with families following training sessions for key pastoral staff with AIT. £3000</p> <p>Pre-school quiet club, lunchtime group and targeted LG mentoring support for year 11 students. £5089.70</p>	<p>as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001). However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes.</p> <p>DFE – Working together to improve school attendance. The pupils with the highest attainment at the end of key stage 2 and key stage 4 have higher rates of attendance over the key stage compared to those with the lowest attainment. (DFE published – The link between absence and attainment at KS2 and KS4. For the most vulnerable pupils, regular attendance is also an important protective factor and the best opportunity for needs to be identified and support provided. Research has shown associations between regular absence from school and a number of extra-familial harms. This includes crime (90% of young offenders had been persistently absent) 3 and serious violence (83% of knife possession offenders had been persistently absent in at least 1 of the 5 years of study) (DFE Published 6 May 2022).</p> <p>EEF – Magic Breakfast project. Although this activity does not follow the original Magic Breakfast club project, some of the findings of the project supports the justification for the pre-school quiet club and lunchtime groups. The EEF report from 2019 surrounding the MB project suggested: Pupil behaviour, as measured by a teacher survey, improved in breakfast club schools. This is interesting because it shows that breakfast clubs may improve outcomes for children who do not even attend breakfast club by improving classroom environments. This key conclusion is unchanged from the original report.</p>	<p>2, 3</p>
<p>Free Summer School opportunity immediately prior to start of term for Year 7. Led by PP pupils transitioning from KS4-5.</p> <p>In 2024, this developed into two half-days at the at the end of the school holiday.</p>	<p>EEF – Transition between phases of education is a risk point for vulnerable learners. The challenge of improving post-16 attainment is a particular issue for students from disadvantaged backgrounds.</p> <p>EEF - Summer school provision that aims to improve learning needs to have an academic component. Summer schools that include an intensive teaching component such as using small group or a one-to-one approach has higher impacts, on average.</p>	<p>5</p>

Continued and enhanced training opportunities for pastoral team members at key transition points		
Musical tuition funding. Supported and partially paid for by school to all those in receipt of PP+ grant. £2289.60	The average impact of arts participation on other areas of academic learning is positive, about an additional three months' progress. Improved outcomes have been identified in English, mathematics and science. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.	3
Positive parental engagement through development of SIMS App and notification of achievements. Cohort newsletters and bulletins. Revision of Open event and parental information evening events – these evenings have developed into the PIP (Parents In Partnership) evening for all year groups. Presence of key staff in support roles attend parental events to develop communication and parental links further. Parental surveys. In addition there are "invitation only" PIP style events for disadvantaged families in year 11 and year 9, in preparation for key milestones in school life.	EEF - Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. Consider how to tailor school communications to encourage positive dialogue about learning. There is some evidence that personalised messages linked to learning can promote positive interactions. Providing practical strategies with tips, support, and resources to assist learning at home may be more beneficial to pupil outcomes. a trial which aimed to prompt greater parental engagement through text message alerts delivered a small positive impact, and at very low cost.	3, 5

Appointment of AYL with particular focus of role towards celebration of cohort £13250		
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Total budgeted cost: £253,089

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 2021-22, 2022-23 and 2023-24 academic year(s).

1. **2021-22**

We had only 1 pupil from the Year 11 cohort without a definite destination on record and refusing to engage with IPT or Durham works. We have 2 further students who would be classed as NEET but are engaging fully with Durham works to support their improved progression.

2022-23

NEET figure for 2021-2022 were 2.3% (six students) at the start of September 2022, in February 2023 the figure was 0.003% (equating to one student). Durham Works supported our most disadvantaged students with home visits, application support, independent careers advice and taking students to places of further education, all students including our PP students are given access to experience in workplaces (fulfilling the Gatsby Benchmarks 1, 3, 4, 6, 7 and 8). We had an increase of PP students attending DJ 6th form from 3 in 2022 to 19 in 2023. This is due in part to the success of the development of the KS4 and KS5 transition programme, modified with a KS4 Lead.

2023-24

NEET figure for 2021-2022 were 2.3% (six students) at the start of September 2022, in February 2023 the figure was 0.003% (equating to one student). Durham Works continues to support our most disadvantaged students with home visits, application support, independent careers advice and taking students to places of further education, all students including our PP students are given access to experience in workplaces and mock interviews with employers (fulfilling the Gatsby Benchmarks 1, 3, 4, 6, 7 and 8). There has been a decline of PP students continuing with us to year 12 in the year 2024 (from 19 to 8).

2. **2021-22**

Summer School provision for new starters to Year 7 and re-launch of our improved transition programme. Both facilitated a strong start for Year 7 in Sept 2022. Evidenced by low number of behaviour incidents and additional support required for Year 7 new starters and outstanding attendance at the summer school provision. Early identification of vulnerable and disadvantaged pupils allowed teachers, duty staff and particularly Form Teachers to be proactive in support and intervention.

2022-23

Summer school transition days continued into 2022-23 with 2 half-days prior to the beginning of school. There has been a change of staffing with a KS3 Lead to provide consistency alongside the new transition team. Early identification of vulnerable and disadvantaged pupils allowed teachers, duty staff and particularly Form Teachers to be proactive in support and intervention. The transition team are supported by Kathryn Blakelock and the school inclusion partnership workers, OnePoint and settling in evenings & PIPs (Parents In Partnership evenings) to ensure the best support for our disadvantaged students. We continue to see engagement with extra-curricular activities with audits to support this. As with last year, this has been evidenced by low number of behaviour incidents.

2023-24

For September 24 entry, 61 year 6 children had additional transition support, consisting mainly of disadvantaged students. This provision has been very favourably received by parents and helped improve the attendance and behaviour of several key students, when compared with their previous school transition information. The new attendance programme has made identifying students with attendance concerns much quicker and easier, and attendance is improving as a result. It is easier to identify support with external agencies such as EWEL, and EHNT more quickly to target students with needs which might have impacted their attendance.

3. Strong/developing QA systems in place regarding curriculum, teaching and assessment.

2021-22

This year a particular focus on retrieval practice, meta-cognition and cognitive load theory has addressed staff requests for further training in these areas as well as educational research on effective T&L strategies. Increased

focus on literacy/reading continues with dedicated form periods to reading and literacy. Our Whole School Lead for Literacy lead works closely with AHT PD and SENDCO regarding literacy strategies. Our recent DEAR week at the end of term one was successful in that all students read for 15minutes as a whole school, along with their class teacher. Literacy strategy has been presented and discussed at LG and whole school level.

2022-23

Reading and literacy remain a priority for LG, while strategies continue to be developed to support oracy and literacy across the school as seen in the narrowing of the Progress 8 gap in the GCSE 2023 data below (11.).

2023 – 24

Whole staff CPD and departmental/SLT QA systems have continued with reference to implementing QFT, with special relevance to disadvantaged students.

4. Development of remote learning offer with long term implications for student support. A well organised Key Worker & Vulnerable Student School that focused upon educating our students, not simply supervision. This was fully staffed by volunteers.

The development of a remote learning and online presence from scratch. With limited funds and IT provision. Vouchers consistently delivered directly to families entitled to FSM whilst many other schools waited for a national system to be developed Additional food and vouchers provided for any family that contacted the school seeking additional support. 1700 items of PPE produced by volunteers to help those working in hospitals and care homes. Regular contact and support for our most vulnerable students throughout periods of lockdown and absence. Over 30 laptops purchased for and delivered to students. The commitment to offering all KS3 students an opportunity to be in school before the end of the academic year.

2021-22

Continued technological support for our most disadvantaged pupils includes laptop provision where required. Curriculum plans are published regularly on our website allowing those out of lessons for any reason, to maintain contact with their curriculum. This continues into the academic year 2023-24, and into 2023-24.

5. Good advice and support on next steps in year 9, 11 and 13. (targeted support for key pupils)

2021 - 22

Transition support now includes pupils transferring to us mid-year, several of whom have had a negative learning experience prior to coming to us. A programme is in place to identify any specific needs as a result of disadvantage and to plan their transition accordingly.

2022-24

Please see the review of this for year 11 in section 1 above. The school remains committed to the Gatsby Benchmarks for all years.

6. High attendance (96%+) and punctuality (XLG role on punctuality, upward trend).

2021– 22

Appointment of roaming supervisor and welfare visitor supports attendance at lesson within school and also maintains contact with those pupils unable to attend. 2021-22: Overall attendance 92% (removing Y11 from May half term) National figure is 89.7%. FSM6 85.7% National figure 84.9%. Overall attendance PP 88%. 260 PA students of which 82 are PP. Proactive and inclusive new attendance and punctuality policy. Clearly outlines our vision for promoting attendance and celebrating attendance and engagement in our school community.

2022-23

We have seen a reduction in SEMH in PP students from last year to this year – falling to 10 PP students. This may be due to the change of role of the SSC and Lydia, an adaptation of the support through TOOL passes, along with targeted support and intervention and the change in role with Miss N Walton. More students are able to attend school in spite of worries and concerns they may have surrounding their mental health.

2023 – 24

This support continues into 2023-24, although the number of SEMH students in the PP cohort is up to 12. Students have been given more targeted support more quickly and we have developed the use of referrals to outside agencies working in school such as the Resilience Nurse service and outreach workers from The Bridge Alternative Provision.

7. Positive and respectful culture

2021-22

1433 students (Y7-13) without a behaviour point during term one of this academic year. (85%+ no behavioural incidents recorded).

2022-23

We have seen improved behaviour monitoring through the implementation of Class Charts sitting on top of the existing SIMs system – see behaviour discussion earlier in section 2. to support evidence of this. 168 of the 251 PP students have behaviour points (at the time of writing), this number falls to 78 when 5+ behaviour points are taken into account (non-PP 10.7% vs PP 31.07% - 83.49% of students have fewer than 5 behaviour points).

2023-24

ClassCharts has seen an improvement of recording incidents. There has been an improvement of the link between PD, school values and behaviour in the focus for assemblies, this includes safeguarding assemblies, as part of the school calendar (reiterating British Values). There are 28 PSP (pastoral support programmes) from this year, as per the advice of DCC, 13 of these are for PP students. To support teaching staff, 28 pastoral road maps or learning passports have been sent to staff (16 of which are for PP students).

8. High level of representation in LA regarding behaviour panel, AP, Lydia, and support for those with complex needs. Several members of the safeguarding attend the central behaviour panel to ensure PP students receive the best possible support.

9. Excellent (extensive) extracurricular offer extended into lockdown and re-opening. Audit of extra-curricular attendance will review our provision during term 2 2022-23.

2023-4

The take up and offer of extra-curricular activities has remained strong in the academic year 2023-24, with an emphasis on encouraging more disadvantaged students to take part and providing the means to where there are barriers.

10. Improved communication with key stakeholders since 2018. (Parent surveys)

2022-23

Teacher Tapp surveys also support communication. Senior staff now do 3 x weekly staff briefings. Term 1 2022-23 saw a parental information evening in school for every cohort and their families.

2023-24

This is seen in the continuation of the Teacher Tapp surveys, increased use of pupil voice, parental surveys and house representative voices. There is now a head teacher briefing every Monday afterschool to ensure staff on duty can be included in the messages. Parents are able to receive updates about key issues through Friday bulletins and via email for news about parents' evenings on the SchoolCloud system. New systems such as A* Attendance, CPOMs and Class Charts allow for greater communication and staff ability to react to the new available data. We remain committed to providing parental access to Class Charts once the new system is bedded in. As of December 2024, this has been rolled out to all parents.

11. GCSE 2024 results

This year's results show a wider gap in Progress 8 scores for our disadvantaged students (41 PP - full cohort 259) than in the previous three sets of results; from -0.08 in 2023 to -1.08 (national average P8 -0.45 [disadvantaged P8 -0.67]). This includes 7 students who did not enter for any GCSEs but who had substantial support and intervention. Specific roles have been identified amongst the SLT, pastoral, and support staff to tackle this. SLT has been reorganised to focus on disadvantaged groups with additional roles retasked to support students, with a focus on year 11.

Average Attainment 8 Grade	2024 [^]	2023	2019	2018
All	5.7	5.7	5.6	5.7
Disadvantaged ()	3.7	3.8	4.4	4.3

Average Total Progress 8	2024 [^]	2023	2019	2018
All	+0.18	+0.26	+0.18	+0.33
Disadvantaged ()	-1.09	-0.08	-0.36	-0.40

[^] Includes 7 students who sat no exams

		2024	2023	2019	Nat 2024
9-5 Basics	All	68%	63%	64%	45%
	Disadvantaged	39%	42%	39%	-
9-4 Basics	All	80%	75%	77%	65%
	Disadvantaged	51%	60%	58%	-

		2024	2023	2019	Nat 2024
All Subjects	Grade 9	11%	9%	9%	-
	Grade 7-9	42%	37%	36%	22%
	Grade 5-9	76%	70%	70%	-
	Grade 4-9	86%	81%	84%	67%

1

GCSE 2023 Results

This year's results show the narrowing of the gap in Progress 8 scores for our disadvantaged students from -0.33 in 2022 to -0.12 (national average -0.57).

GCSE Results					
Average Attainment 8 Grade		2023	2019	2018	2017
All (265)		5.5	5.6	5.7	5.3
Disadvantaged (43)		4.4	4.4	4.3	4
Average Total Progress 8		2023[^]	2019	2018	2017
All (254)		0.31	0.18	0.33	-0.01
Disadvantaged (41)		-0.12	-0.32	-0.4	-0.66
Basics		2023	2019	2018	2017
9-7 Basics	All	25%	31%	26%	26%
	Disadvantaged	16%	16%	8%	9%
<hr/>					
9-5 Basics	All	63%	64%	66%	59%
	Disadvantaged	40%	38%	44%	38%
<hr/>					
9-4 Basics	All	76%	78%	85%	76%
	Disadvantaged	49%	60%	68%	62%
<i>^Estimates from SISRA collaboration</i>					

GCSE 2022

GCSE Results					
Average Attainment 8 Grade		2022	2019	2018	2017
All		5.7	5.6	5.7	5.3
Disadvantaged (54/45*)		3.8 / 4.5	4.4	4.3	4
Average Total Progress 8		2022^	2019	2018	2017
All		0.18	0.18	0.33	-0.01
Disadvantaged (54/45*)		-0.88 / -0.33	-0.32	-0.4	-0.66
Basics		2022	2019	2018	2017
9-7 Basics	All	65%	31%	26%	26%
	Disadvantaged(54/45*)	35%	16%	8%	9%
9-5 Basics	All	65%	64%	66%	59%
	Disadvantaged(54/45*)	35/42%	38%	44%	38%
9-4 Basics	All	78%	78%	85%	76%
	Disadvantaged(54/45*)	50/60%	60%	68%	62%
* Shadow analysis removing outliers (9 students who did not attend school/sit exams)					
^Estimate from SISRA collaboration					

GCSE 2021

Average total P8*	2021	2019	2018	2017
All	+0.32	+0.18	+0.33	-0.01
Disadvantaged (27)	-0.23	-0.36	-0.40	-0.68
*estimate from SISRA collaboration				

		2021	2019	Nat 2021	Nat 2019

9-5 Basics	All	74%	64%	52%	42%
	Disadvantaged	44%	39%	35%	26%
9-4 Basics	All	88%	77%	73%	65%
	Disadvantaged	68%	58%	58%	48%

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
Word shark = spelling no longer used 2022-23 - discontinued	Whitespace
Spellzone = spelling continues 2022-23 – continued 2023-24	Spellzone
Firstnews = comprehension continues 2022-23 - discontinued	Firstnews
GL Assessments English Maths Science continues 2022-23 – continued 2023-24	GL Assessments
Accelerated reader new 2022-23 – continued 2023-24	Renaissance
English type senior new 2022-23 – continued 2023-24	Englishtype Limited

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?	