

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
School name	Durham Johnston Comprehensive School
Number of pupils in school	Year 7-11 13231 Y7-13 1698
Proportion (%) of pupil premium eligible pupils	18.48%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 – 2024/25
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	
Pupil premium lead	Julie Bell
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£228000
Recovery premium funding allocation this academic year	£31610
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	£259610

Part A: Pupil premium strategy plan

Statement of intent

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, exclusion 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

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

Challenge number	Detail of challenge																							
1	<p>Improved progress of disadvantaged pupils, particularly at GCSE 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 partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies. This has caused significant knowledge gaps resulting in pupils falling further behind age-related expectations.</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. Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. 2020-2021: Overall Attendance 94.3 %, PP 88.63% 2019-20: Overall Attendance 91.1% PP 86.78 % 2018-2019: Overall Attendance 95.42% PP 92.2% 2020-21: 44.32% of disadvantaged pupils have been 'persistently absent' compared to 13.76% of all pupils. FSM Natonla figure 24.1% 2019-2020: All PA - 139 students (10.33%) PP PA - 56 students (40.29% of PP students) FSM National figure. 23.8% 2018-19: ALL PA - 112 students (11% of population, national is 13.7%) PP PA - 52 students (25.2% of PP students, national is 24.7%) 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 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) currently require additional support with social and emotional needs, with 26 (9 of whom are disadvantaged) currently receiving small group interventions via one of our Student Support Centre Pathways. AYL work with group of disadvantaged pupils within their cohort.</p>																							
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" data-bbox="304 1888 1353 2011"> <thead> <tr> <th colspan="2"></th> <th colspan="2">Year 7</th> <th colspan="2">Year 8</th> <th colspan="2">Year 9</th> </tr> <tr> <th rowspan="2">2021</th> <th></th> <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> <th>Below exp</th> <td>57 %</td> <td>77 %</td> <td>44%</td> <td>66%</td> <td>33%</td> <td>68%</td> </tr> </tbody> </table>			Year 7		Year 8		Year 9		2021		Non-Dis	Dis	Non-Dis	Dis	Non-Dis	Dis	Below exp	57 %	77 %	44%	66%	33%	68%
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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>
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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>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.</p> <p>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 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>2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve:</p> <p>An average Progress 8 score with a continued and sustained positive trend.</p> <p>We will continue to monitor our own GCSE results and make comparison to LA and national P8 figure for target groups.</p> <p>Continued trend for increased numbers of PP in our sixth form.</p> <p>Sustained zero level of NEET 2022-2025</p> <p>Increased numbers of pupils accessing and attending the most appropriate educational course for them and receiving increased support.</p> <p>Raised awareness amongst staff of pupils who are most disadvantaged, evaluation of staff training and CPD.</p>
<p>To achieve and sustain improved attendance which facilitates academic achievement particularly for our pupils who are disadvantaged.</p> <p>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 achieve-</p>	<p>Sustained high attendance from 2021/2-24/25 demonstrated by:</p> <p>The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced from existing gap of 5.67%.</p> <p>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.</p>

<p>ment 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>Previous year attendance figures show positive trend with narrative of intervention and support plans for cases of concern.</p> <p>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.</p> <p>Increased staffing of SSC to provide quality lessons to vulnerable pupils. SSC register to evidence attendance at particular sessions and timetabled lessons.</p>
<p>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>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>Sustained high levels of wellbeing from 2022-25 demonstrated by:</p> <p>Qualitative data from student voice, student and parent surveys and teacher observations. Presented to significant audience such as Governors, Teacher INSET, parental communications.</p> <p>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>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.</p> <p>Increased celebration of house points through pastoral systems.</p> <p>SIMS app increased communication with parents to report on achievements.</p> <p>Development of new reward system and form tutor award.</p> <p>SSC referral pathway records to demonstrate success of bespoke curriculum opportunities being offered.</p> <p>CPOMS training for pastoral staff to support pupil wellbeing.</p>
<p>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</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.</p> <p>CPD for all staff and evaluation. Registers and results from phonics programme and guided reading programme for Y7. Year 10 reading initiative registers. Paired reading programme evaluation for Y7&9.</p>

<p>reading and engage frequently in comprehension tasks.</p>	<p>Poetry initiative. Review of pastoral programme to include focus on literacy.</p> <p>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>Effective support for and preparation of pupils for transition between Key Stages. Smooth and successful transition to the next phase of education, especially for pupils facing disadvantage.</p> <p>Pastoral support teams at Y7, Y9, Y11, Y12 have completed transition training to support target groups of pupils directly in their care.</p>	<p>Register and evaluation surveys demonstrating attendance at events such as summer school open evenings, transition days.</p> <p>Record of Y11 destinations, supported CEAG, 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>

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: £ 238,959

Activity	Evidence that supports this approach	Challenge number addressed
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<p>3 periods of Maths and English at KS3, 4 periods of Maths and English at KS4. 4xteachers costs</p> <p>English and Maths are taught in mixed ability groups on entry to Year 7. Initial assessment after half term 1 allows weaker pupils to be withdrawn and taught in small groups (max 11 pupils) in Year 7. Additional teaching groups (nurture groups) at KS3&4 for core subjects to allow small class sizes, lessons delivered by subject specialists. At KS4 class sets 4, 5, 6 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>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>1 LSA support pupils with English, for whom studying 2 languages would be inappropriate based upon diagnostic assessment for 2 hours per week. $6 \times £14 \times 39 = £3276$</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</p>	<p>EEF – A majority of pupils eligible for FSM have not achieved a good standard in maths and English by age 19.</p> <p>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>1, 2, 3</p>
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<p>development which can be addressed by CPD team. £5000</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>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: £13804

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Recruitment and training of LSA's. LSA= 4 X full time, 3 x part time</p> <p>Continuation of Homework club, led by 4 LSA's free to all pupils and heavily advertised and promoted to target groups. £1680</p> <p>2i/c in LS leading small group interventions in our SSC. Timetabled lessons for vulnerable pupils. £10127</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.</p> <p>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>	1, 4
<p>Increased profile of reading and comprehension across entire school, led by senior teacher with whole school responsibility for literacy. £2000</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>	1, 4

<p>Diagnostic assessment tools to support teaching. Appointment of new 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>
<p>Phonics development and phonetic spelling programmes led by SEND dept £1677</p>	<p>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. .</p>	<p>1, 3, 4, 5</p>

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

Budgeted cost: £13814

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance and welfare officer CPD on updated electronic systems. Attendance at pastoral management meetings</p> <p>Intervention groups at KS3&4, pastoral time for colleagues to meet regularly and action agreed outcomes.</p>	<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 as anti-social characteristics, delinquent</p>	<p>2, 3,</p>

	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.	
Free Summer School opportunity immediately prior to start of term for Year 7. Led by PP pupils transitioning from KS4-5. Continued and enhanced training opportunities for pastoral team members at key transition points	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. 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 one to one approaches have higher impacts, on average.	5
<i>Musical tuition funding. Supported and partially paid for by school. £1314</i>	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. Presence of key staff in support roles attend parental events to develop communication and parental links further. Parental surveys. Appointment of AYL with particular focus of role towards celebration of cohort £12500	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

Total budgeted cost: £ 266577

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.

We had only 1 pupil from the Year 11 cohort without a definite destination on record. There is a narrative for this pupil and we have evidence of additional pastoral support for them.

Summer School provision for new starters to Year 7 and our virtual transition programme supported a strong start for Year 7 in Sept 2020. Evidenced by low number of behaviour incidents and additional support required for Year 7 new starters. Early identification of vulnerable and disadvantaged pupils allowed teachers, duty staff and particularly Form Teachers to be proactive in support and intervention.

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

Increased focus on literacy/reading (2019-20) continued where possible in 2020-21. This included whole staff inset and initiatives.

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.

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

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

Positive and respectful culture (85%+ no behavioural incidents recorded).

High level of representation in LA regarding behaviour panel, AP, SSC and support for those with complex needs.

Excellent (extensive) extracurricular offer extended into lockdown and re-opening.

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

GCSE 2021

Average Total Progress 8 *	2021	2019			2018	2017
All	+0.32	+0.18			+0.33	-0.01

Disadvantaged (27)	-0.23	-0.36			-0.40	-0.68
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* Estimate from SISRA collaboration

		2021	2019	Nat 21	Nat 19
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	Whitespace
Spellzone = spelling	Spellzone
Firstnews = comprehension	Firstnews
GL Assessments English Maths Science	GL Assessments

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.