

## Pupil premium strategy statement Durham Johnston Comprehensive School

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils. It covers a three year cycle.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and outcomes for disadvantaged pupils from our previous strategy statement.

### School overview

Detail	Data
Number of pupils in school	1668 (11-19) / 1345 (11-16)
Proportion (%) of pupil premium eligible pupils	14% (11-19) / 17% (11-16)
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended – you must still publish an updated statement for each academic year)</b>	2026-2029
Date this statement was published	18/12/25
Date on which it will be reviewed	18/12/26
Statement authorised by	Rosslyn McFadden
Pupil premium lead	Michael Simpson
Governor / Trustee lead	Craig Davies

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£270,285
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£270,285</b>

### 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. Diverse 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 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.

## Challenges

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

Challenge number	Detail of challenge for Key Groups
1	Attendance of key groups.
2	Lost learning for key groups.
3	Access to academic support and extra curricular activity.
4	Maintaining progress and attainment from KS2 benchmark indicators.
5	Access to the curriculum due to increasingly lower literacy and reading levels than peers.
6	Aspirations often lower than peers, for key groups.
7	Time management and personal organisation.
8	Parental engagement

## 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
1. Improved attendance of key groups.	Increased number of PP students with >90% attendance.
2. Reduction in lost learning for key groups (in school lesson punctuality).	Reduction in repeated fixed term exclusions for key groups. Increased lesson attendance of PP students. Class charts data shows that behavioural incidents and lost learning incidents are in line with or below that of non-PP peers.
3. Increased access to academic support and extra-curricular activity.	Increased attendance of PP students at extra-curricular events and intervention sessions.
4. Maintaining progress and attainment from KS2 benchmark indicators.	Improve outcomes for PP students; reduction in the P8 (and A8) gap between PP students and non-PP students in school. In school monitoring will show a reduced gap between actual student progress and expected progress. by setting of ambitious targets for students based on KS2 data. Use of assessment data at ATT points in all year groups to monitor progress of PP students against targets.

<p>5. Improved access to the curriculum.</p>	<p>Improved reading scores of PP students and progress broadly in line with non-PP peers</p> <p>Robust systems for early identification of students with below average reading scores who have not sat SATS.</p> <p>Evaluation of intervention programme shows positive impact on students reading scores.</p> <p>QA evidences consistent and embedded best practice classroom strategies to support emerging learners.</p>
<p>6. Raise aspirations for key groups, which are often lower than peers.</p>	<p>Increased number of opportunities for students and increased uptake of enrichment activities, enhancement activities, careers events, aiming for 6<sup>th</sup> form events, brilliant club (6<sup>th</sup> form), 6<sup>th</sup> form mentors.</p>
<p>7. Improved life skills particularly time management and personal organisation.</p>	<p>Class charts data shows that homework sanctions and organisation sanctions are in line with or below that of non-PP peers.</p> <p>Monitoring and reporting data shows that personal organisation grades are in line with or below that of non-PP peers.</p>
<p>8. Increasing and improving parental engagement</p>	<p>Proportion of parents on Class Charts, attendance at PiPsand parents consultation evenings is in line with parents of non-PP students.</p>

## Activity in this academic year

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

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£164,250**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of Sparx reader to track reading baseline and progress data.</p> <p>Data shared with classroom teachers to enable targeted support across the curriculum.</p> <p>Implementation of reciprocal reading across all departments September 2026, whole school CPD.</p>	<p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/fft-reciprocal-reading-2023-24-trial">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/fft-reciprocal-reading-2023-24-trial</a></p> <p>FFT</p>	1, 2,4,5
<p>Developing metacognitive and self-regulation skills in all pupils.</p> <p>This will involve ongoing teacher training and support and release time.</p> <p>It will first be rolled out in maths and science followed by other subjects.</p>	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment:</p> <p><a href="#">Metacognition and self-regulation   Teaching and Learning Toolkit   EEF</a></p> <p>Continued analysis of CC data and homework setting to monitor organisation and time management skills.</p>	1, 3,6,7,8

<p>Improving literacy in all subject areas in line with recommendations in the EEF <a href="#">Improving Literacy in Secondary Schools</a> guidance.</p> <p>Phase one whole school CPD and focus on the explicit teaching of vocabulary</p> <p>Phase two whole school focus on tier two vocabulary</p> <p>We will fund professional development and instructional coaching focussed on each teacher's subject area.</p> <p>It will be rolled out first in maths to help raise maths attainment for disadvantaged pupils, followed by subjects identified as priorities.</p> <p>Continuation of adaptive teaching strategies used consistently to support progress.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: <a href="#">Improving Literacy in Secondary Schools</a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in all subjects: <a href="#">word-gap (Oxford University Press)</a></p> <p>Evidence from ATT data collection to monitor progress maintain it from KS2 data. Feedback to be given to departments where support is needed for key students.</p>	1, 2,4,5,6,7
<p>Additional teaching groups (nurture groups) in KS3&amp;4 for core subjects to allow small class sizes, lessons delivered by subject specialists.</p> <p>In Years 8&amp;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>Intervention groups at KS3&amp;4, pastoral time for colleagues to meet regularly and action agreed outcomes during key reporting times for specific cohorts.</p>	<p>EEF suggests that reducing class sizes has an impact when it enables high quality interactions between teachers and students, facilitating better feedback and reducing disruption. <a href="#">Reducing class size   EEF</a></p>	1,2,3,4,5

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

Budgeted cost: **£61,400**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>One to one and small group interventions for pupils in need of additional support, for literacy and numeracy.</p> <p>Tutoring will be implemented with the help of DfE's guide:  <a href="#">Tutoring: guidance for education settings</a></p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p><a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a>  <a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a></p>	1, 2,4,5
<p>Focused support during form time, group selected on basis of behaviour points, evidence of reduction. Additional tutor working target group.</p> <p>Use of AP for key individuals – reducing external suspensions. Group sessions plus individual sessions for SEMH.</p> <p>Dashboard for punctuality, detentions follow up and communication with parents.</p> <p>Financial support for participation in activities.</p> <p>Referrals to Lydia Resource Base (PP with SEN) for targeted support</p>	<p>Behaviour interventions can have a positive impact.  <a href="#">Behaviour interventions   EEF</a></p> <p>There is evidence in school of punctuality improving over time in specific cases, enabling more tailored interventions for those students difficult to reach in terms of punctuality.</p>	1,2,3,4
<p>Year 11 and Year 9 Pupil Premium PIP.</p> <p>Leadership Group and Sixth Form mentoring.</p>	<p>Engaging parents is demonstrated to be helpful in supporting aspirations and moving towards positive outcomes, especially in KS4. This extends into mentoring for key students by members of the LG and Sixth Form role models.</p> <p><a href="#">Parental engagement   EEF</a>  <a href="#">Mentoring   EEF</a></p>	6,7,8
<p>Specific interventions; homework clubs, subject specific revision sessions at KS4.</p>	<p><a href="#">Homework   EEF</a>  <a href="#">Small group tuition   EEF</a></p>	3,4,5
<p>Raising aspirations regarding post 16 destinations.</p> <p>Year 11 sixth form interviews for all students – RAG rated and targeted re-interviews for disadvantaged students.</p> <p>Revised sixth form offers and programmes for disadvantaged students who did not meet entry requirements.</p> <p>Targeted sixth form support for previously identified PP students – The Brilliant Club and 16-19 bursary. Widening participation schemes and FSM waivers.</p>	<p>Students with disadvantages are less likely to apply for 6<sup>th</sup> form places than non-disadvantaged peers, we are continuing to challenge them to apply for our 6<sup>th</sup> form or consider similar opportunities post 16.</p>	4,6

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

Budgeted cost: **£57,600**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance focus; continued use of A* attendance software.</p> <p>Assistant Pastoral Leader appointed to work with key groups on attendance across key stages.</p> <p>Class Charts rolled out to all parents to improve absence/attendance communication.</p> <p>Data and attendance checking for “lost learning.”</p>	<p><a href="#">Parental engagement   EEF</a></p> <p><a href="#">Behaviour interventions   EEF</a></p> <p>Specific interventions aimed at improving attendance (as a form of behaviour intervention) can have an impact, and provide insight into how students can be supported to attend well. School data suggests attendance is worse on Fridays and Mondays, and interventions are planned to address this.</p> <p>A small number of students are at risk of underachievement due to time away from the classroom. Internal data shows they are often complex cases. Research indicates that time in the classroom is a priority.</p>	1,8
All educational visits prioritise disadvantaged pupils and use school benevolent fund & Durham Education Fund to support engagement and participation of PP students.	This helps to improve participation and a sense of belonging (key attendance improvement factor DfE).	3,6
Career guidance interviews and bespoke support for key students from Durham works.	<p>This ensures that students can get positive feedback from potential employers.</p> <p>Raising aspirations and support for transition reduces NEETS.</p>	6
Specific clubs; Homework clubs and Quiet Clubs and small group interventions (pre school and at lunchtime) staffed by LSAs to target key students. Students are identified by pupil voice surveys.	Small group interventions such as these improve homework responses from key students and enable better attendance through a sense of having somewhere to be.	3,4,5
Enrichment events, after school clubs, and House competitions. More activities taking place in school hours due to transport issues.	This helps to improve participation and a sense of belonging (key attendance improvement factor DfE).	3,6

**Total budgeted cost: £283,250**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. We have reviewed our previous strategy plan prior to completing this current plan for the new cycle.

The data demonstrated that attendance, for the year to date, is 94.4%, an improvement of nearly 2%. Disadvantaged student attendance has improved by 4%, and persistent absenteeism across the school population has improved by 3.7%, from 18.7% to 15%. This is something we continue to strive for improvements and are refining our strategy to focus on lost learning in school, where students are not in all of their lessons.

In terms of achievement, there are no P8 datasets to analyse as this cohort did not complete any SATS due to the Covid-19 lockdown and school closure. However, compared to local and national outcomes, our students performed well. ATT8 for disadvantaged students was 42.8%, which was higher than some of our neighbouring schools. Our numbers of GCSE entries taken by disadvantaged students was almost the same proportion as non-disadvantaged students (7.7 to 7.4); for some of our neighbouring schools there was a gap at least twice as large.

We will continue to use key metrics in school to analyse student achievement at both key stages and use our interventions in a timely way to improve achievement and attainment. We have used data from SISRA and compared achievement between subjects to ensure young people achieve consistently across all of their subjects. We are using departmental monitoring systems to ensure this continues to happen.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including transitions between key stages. We have improved the detail in KS2-3 transition and continued to develop relationships with the schools. Enhanced transition arrangements have taken place for many disadvantaged students and the local Inclusion Panel have provided support for key individuals requiring it. This has reduced the need for further external support in year 7. The appointment of a Key Groups Assistant Pastoral Lead has been key in supporting targeted students during options choice in year 9 and led to fewer moves between subjects in the first term of year 10.

We have continued to use reading and literacy data, from the previous cycle, to improve further the reading comprehension and literacy of disadvantaged students. This continues to be a focus as the school develops other adaptive teaching practices to be firmly embedded in lessons. Literacy improved among disadvantaged students across all three year groups in KS3 between 2022-5 and we seek for this continue.

Based on all the information above, the performance of our disadvantaged pupils met expectations, and we have achieved the outcomes we set out to achieve by 2025.

### Externally provided programmes

Programme	Provider

### Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
The impact of that spending on service pupil premium eligible pupils

### Further information (optional)

#### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- Utilising support from our local Inclusion Panel to support students with specific barriers to learning, and those who need to access specialist areas of support, including EWEL, AP, CAMHS, EHNT and others.
- Offering a range of high-quality extra-curricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.