

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St John's School and Sixth Form College
Number of pupils in school	1317
Proportion (%) of pupil premium eligible pupils	29.7% (based on 1137 pupils in Years 7 to 11 as at 12/12/2023)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	December 2023
Date on which it will be reviewed	April 2024
Statement authorised by	Lisa Byron
Pupil premium lead	Dave Athey
Governor / Trustee lead	Ann Wake

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 316,395
Recovery premium funding allocation this academic year	£ 78,384
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	£ 394,779

Part A: Pupil premium strategy plan

Statement of intent

As a school and a community, our aim is that all pupils, including disadvantaged pupils, can participate fully in all the high-quality learning and enrichment activities offered by the school that is adapted to their individual needs. We can only meet this aim effectively if pupils have good attendance in school and engage fully in learning. Through consistently good teaching, excellent teacher-pupil relationships and an emphasis on developing high levels of literacy, we aim to ensure all our disadvantaged pupils achieve in line with their peers.

Our approach to narrowing the attainment gap between disadvantaged pupils and their non-disadvantaged peers is a long-term strategy of focusing on improving attendance levels for all disadvantaged pupils and delivering high-quality teaching and learning of each child as an individual pupil with individual needs. This approach is in accordance with our core values and ethos, and is based on the implementation of research-based approaches outlined in guidance reports from the Education Endowment Foundation. In order to support our approach effectively to achieve the desired impact, funding is used to employ various strategies aimed at maximising high attendance levels for disadvantaged pupils.

Funding will also be used to support continued staff professional development to embed consistency with high quality teaching and learning approaches tailored to individual needs and enable greater pupil engagement with the curriculum, including best practice for literacy development. We invest heavily in literacy tools and resources to identify and address academic barriers to learning. This is complemented by school-led and NTP tutoring as part of our Covid-19 catch-up plan to address gaps in learning for disadvantaged pupils. We have dedicated members of staff including in pastoral teams and a welfare team, as well as a dedicated officer to work with pupils and families to address attendance issues and persistent absence. Attendance is an even more important priority after the destabilising effects of the Covid-19 pandemic and issues surrounding mental health. As part of our strategy, we work to identify and support pupils and their families with socio-economic and mental health needs to help improve well-being and ultimately engagement and attendance.

Challenges

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

Challenge number	Detail of challenge
1	Improve the attendance of disadvantaged pupils which has reduced during the pandemic and not recovered. We have now received KS4 results data from two sets of Year 11 cohorts post pandemic that completed external exams. The data has shown clearly that attendance levels have a very significant impact on KS4 outcomes for our disadvantaged pupils. For those with attendance levels at 93%+ estimated progress for the 2023 cohort was +0.14 but for those with less than 93% attendance it was -0.79 which is almost a whole grade different. The persistent absence rate in 2022-23 for disadvantaged pupils was at 51%, which is significantly higher than the National Average rate of 39%. The information gathered has made it clear that improving attendance levels must be the most pertinent priority for 2023-24 because the evidence shows that the overall objective of closing the attainment and progress gap is dependent on good attendance levels.
2	Lower literacy levels are hindering the academic progress of different groups of pupils, especially higher prior attainers and male pupils. The proportion of disadvantaged pupils with low literacy levels is higher than their non-disadvantaged peers. This can continue into Key Stage 4 or some students.
3	Low motivation levels, low aspirations, low self-esteem, lack of engagement and a lack of structure and routine is having a detrimental effect on the academic progress of a significant number of disadvantaged pupils.
4	The school was making great progress at narrowing the attainment gap between PP pupils and their peers prior to the Covid-19 pandemic. The lack of face-to-face teaching and additional challenges caused by school closures have caused additional gaps in learning. Indications from teacher assessments have shown that this has caused a widening of the attainment gap during the Covid-19 pandemic. External assessment data from 2023 has shown that the attainment gap has started to narrow again and there are very promising signs from key groups and for rates of GCSE 9-4 grades achieved.

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
Increased average attendance levels for disadvantaged pupils and a reduction in persistent absences for disadvantaged pupils. Attendance of disadvantaged pupils to improve	<ul style="list-style-type: none"> Reduction in the persistent absence rate for disadvantaged pupils by 12% to bring it in line with the National average rate. Further, more ambitious,

<p>and be in line with the National average rate for disadvantaged pupils and then the rate for all pupils.</p>	<p>targets will be set once that is achieved.</p> <ul style="list-style-type: none"> Greater proportion of disadvantaged pupils with attendance levels of 93%+.
<p>Improve the attainment outcomes for disadvantaged pupils in Year 11 in line with GCSE targets.</p>	<ul style="list-style-type: none"> Higher average attainment 8 and progress 8 scores for pupils for each cohort of disadvantaged pupils in GCSE results from 2022-2024. <i>In 2023 the gap in average attainment 8 results has reduced from 14 to 12.</i> Greater proportions of Year 11 pupils in each cohort 2022-2024 meeting GCSE targets. <i>In 2023, the rate of pupils achieving five grades 9-4 including English and maths was 50%. This compares favourably to an average rate of 40% for County Durham.</i>
<p>Improve the academic outcomes for male higher prior attaining disadvantaged pupils across the curriculum when compared to other groups.</p> <p>Improve the academic outcomes for mid-prior attaining disadvantaged pupils (both male and female). Data has shown that there is a significant attainment gap among this group and it has strong correlations with attendance levels.</p>	<ul style="list-style-type: none"> Higher average attainment 8 and progress 8 scores for male HPA pupils for each cohort of disadvantaged pupils in GCSE results from 2022-2024 when compared to female HPA disadvantaged and non-disadvantaged pupils. Higher average attainment 8 and progress 8 scores for male HPA pupils for each cohort of disadvantaged pupils in GCSE results from 2022-2024 when compared to male HPA non-disadvantaged pupils. <i>In 2023, male HPA PP pupils achieved estimated average progress of +0.8 which actually exceeded the progress for non-disadvantaged male HPA pupils.</i> Higher average attainment 8 and progress 8 scores for MPA disadvantaged pupils than for previous cohorts and when compared to non-disadvantaged pupils. It is anticipated this would be a natural consequence of high attendance levels for this group.
<p>Improve literacy and numeracy skills and positive reinforcement to address lack of engagement amongst a significant proportion of disadvantaged pupils and allow them to make more rapid academic progress.</p>	<ul style="list-style-type: none"> Greater fluency in the use of subject-specific vocabulary and oracy of disadvantaged pupils based on formative and summative teacher assessment. Greater participation in lessons by disadvantaged pupils based on formative and summative teacher assessment outcomes and quality assurance from middle leaders.

	<ul style="list-style-type: none"> • A reduction in negative behaviour incidents and sanctions for disadvantaged pupils based on data from Class Charts. • An increase in positive behaviour points and virtues points based on data from Class Charts.
Improve the engagement in learning and more rapid academic progress of disadvantaged pupils by ensuring teaching is consistently adapted the individual needs of all pupils.	<ul style="list-style-type: none"> • Greater participation in lessons by disadvantaged pupils based on formative and summative teacher assessment outcomes and quality assurance from middle leaders. • A reduction in negative behaviour incidents and sanctions for disadvantaged pupils based on data from Class Charts. • An increase in positive behaviour points and virtues points based on data from Class Charts. • Better outcomes demonstrated at key assessment points throughout the academic year for different cohorts.

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: £ 220,318

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing investment in National College CPD	<p>Accessible development of teaching and learning skills and training in the understanding of SEMH needs of disadvantaged pupils</p> <p>Improved differentiated teaching approaches from experienced teachers and support for early career teachers.</p> <p><i>EEF Guidance Reports outline the importance of consistent high-quality teaching that is adapted to the individual needs of all pupils.</i></p>	1,2,3,4
Focused programme for Literacy	Improved pupil literacy re-engages pupils with their curriculum and removes a	1,2,3,4

	<p>barrier to learning. Informs planning of teaching and learning and curriculum support.</p> <p><i>Our approach to literacy is taken directly from the EEF Guidance Report: Improving Literacy in Secondary Schools.</i></p>	
Teaching & Learning development and CPD programme	<p>Improved teaching and learning that accounts for the individual needs of pupils so they can access resources. Continued skill development of all teachers leading to improved retention.</p> <p><i>EEF Guidance Reports outline the importance of consistent high-quality teaching that is adapted to the individual needs of all pupils.</i></p> <p><i>Internal data shows that staff turnover is low.</i></p>	1,2,3,4
Teaching & Learning resources subscriptions	<p>Wide ranging resources to meet the varied learning needs of pupils and support adaptive teaching and learning.</p>	2, 4
Focused PP team to track progress and support pupils	<p>Raising the profile of PP pupils, monitoring of attendance and surrounding issues and implementing strategies to support good attendance. Identify gaps in learning, barriers to engagement, and the need for socio-economic support. Working with departments on interventions. Supporting pupils and parents/carers and encouraging high levels of engagement from all parents/carers of disadvantaged pupils. Delivering staff CPD.</p> <p><i>EEF guidance shows that best practice is that which is adapted to individual needs meaning identifying all of those needs is also a high priority.</i></p>	1,2,3,4

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

Budgeted cost: £ 27,390

Activity	Evidence that supports this approach	Challenge number(s) addressed
School-led tutoring 50% allocation	<p>Small group or structured 1:1 intervention to narrow gaps in learning.</p> <p><i>Research by the Education Endowment Foundation (EEF) and National Foundation for Educational Research shows that individual tuition builds pupils' confidence and provides opportunities for staff to identify areas requiring specialist support. Many pupils find that tutoring offers a safe space to talk about concepts they have struggled with in the classroom.</i></p>	1,2,3,4
Provide revision resources for all key stage 4 pupils in the Ebacc subjects	<p>Remove the socio-economic barrier to learning to enable all pupils access to the full range of support resources for GCSEs. Support learning outside of the classroom.</p>	2,4
Educational Psychologist services	<p>Identification of cognitive and behavioural factors that are a barrier to learning to inform effective education planning for individual pupils to access learning</p> <p><i>EEF Guidance Reports outline the importance of consistent high-quality teaching that is adapted to the individual needs of all pupils.</i></p>	1,2,3,4
Online learning tools to support reading, numeracy, MFL, online learning	<p>Ongoing literacy and numeracy assessments to establish reading ages and numeracy levels to ensure appropriate differentiation to make learning accessible. Programmes include 'Accelerated Reader', 'MyON', 'Hegarty Maths' and 'Languagenut'.</p> <p><i>EEF guidance shows that best practice is that which is adapted to individual needs meaning identifying all of those needs is also a high priority. EEF guidance also outlines improved literacy as a priority to access the curriculum and make more rapid progress. Accelerated Reader,</i></p>	2,3,4

	<i>MyON, Hegarty Maths and the success of other online based programmes are all rooted in evidence. In particular, the EEF notes a study providing evidence of Year 7 pupils making 3 months additional progress (5 months for disadvantaged pupils) when they used Accelerated Reader.</i>	
Peri lessons for music pupils	Remove the socio-economic gap to enrichment	3
Overlays / coloured paper	Support to pupils with a specific learning difficulty (eg. Dyslexia).	2,3,4

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

Budgeted cost: £147,071

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improved attendance	<p>Dedicated Attendance Officer who monitors all absences, including persistent absence (less than or equal to 90%), identifying the causes and vulnerabilities of all pupils, working closely with parents and carers. Assistant Heads of Year support and plan re-engagement with parents to improve the attendance of individuals within their year groups.</p> <p>Attendance and Student Support Officer appointed to commence in January 2024 to work closely with families to re-engage students with education that are persistent absentees.</p> <p><i>Well established research concludes that poor attendance is linked to significantly reduced academic progress (Balfanz and Byrnes, 2012; London et al, 2016).</i></p>	1,2,3,4
Hardship fund and resources for disadvantaged pupils	<p>Immediate support for uniform costs, academic materials, stationery, astroturf (3G) trainers, PE kit, school trips and scientific calculators. This removes socio-economic barriers and improves the SEMH of the pupil.</p> <p><i>EEF Guidance Reports outline the importance of consistent high-quality teaching that is adapted to the individual</i></p>	1,2,3,4

	<i>needs of all pupils. This includes removing any socio-economic barriers to accessing the curriculum and enrichment activities.</i>	
Transport	<p>Equal access to targeted academic support after school for tutoring, support with homework, support with classwork, and participation in extra-curricular activities.</p> <p><i>EEF Guidance Reports outline the importance of consistent high-quality teaching that is adapted to the individual needs of all pupils. This includes removing any socio-economic barriers to accessing the curriculum and enrichment activities.</i></p>	1,2,3,4
Alternative Provision	<p>Access to alternative education provision approved by Durham Local Authority for pupils at risk of Permanent Exclusion and unable to cope with mainstream school education. Ensures they have the qualifications needed to go on to their next step and do not end up as young persons not in education, employment or training (NEET).</p> <p><i>Our approach centres on adapting to the needs of individuals, including supporting those pupils for whom alternative provision may be more suitable. This also helps avoid low attendance in education, which is linked to negative behaviour, anti-social behaviour and poor outcomes (Gottfried, 2014; Baker, Sigmon and Nigent, 2001).</i></p> <p><i>The Department for Education 'Alternative Provision Statutory Guidance for Local Authorities' (2013), outlines the importance of good alternative provision which "appropriately meets the needs of pupils which required its use and enables them to achieve good educational attainment on par with their mainstream peers".</i></p>	1,2,3,4
Learning Mentors and Parent Support Worker	<p>Support of SEMH of pupils and families to help engagement with school and learning as well as access to external support services. This supports the well-being of pupils and ultimately their academic engagement.</p> <p><i>The support offered by our learning mentors is a type of cognitive behavioural</i></p>	1,2,3,4

	<p><i>therapy and counselling support to ensure supportive relationships exist for our most vulnerable pupils in need. The benefits of this are supported by EEF reports and research by Chodkiewicz and Boyle (2016). The EEF Guidance Report: 'Working with Parents to Support Childrens' Learning' outlines the importance of more sustained and intensive support for children and families where needed.</i></p>	
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Total budgeted cost: £ 394,779

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 2022 to 2023 academic year.

Results

Attainment	Attainment 8	English Element	Maths Element	EBacc Element	Open Element
School PP	37.63	8.93	7.52	10.04	11.13
School Non PP	49.86	10.95	9.66	14.43	14.82
National all	46.69	9.95	9.06	13.47	14.21
National PP	36.68	8.11	7.02	10.16	11.39
National Non-PP	50.30	10.61	9.80	14.67	15.22

Key performance indicators	School Pupil Premium	School Non Pupil Premium
9-7 English and Maths	6.7%	22.4%
9-5 English and Maths	34%	49%
9-4 English and Maths	50%	71%

Review

Interventions / Actions	Impact	Action for 2023/24
Improved attendance	<ul style="list-style-type: none"> Attendance figures have reduced and persistent absenteeism has increased further compared to pre-pandemic levels and National Average levels. Whilst always a priority, it is now in need of even greater focus from key staff members. 	<p>Continue to fund Attendance Officer in accordance with Government requirements and school priorities. Continue to fund Assistant Heads of Year with a renewed drive within their job roles for improved attendance.</p> <p>Fund the appointment of an Attendance and Student Support Officer.</p> <p>Shift the primary focus of the PP team to improving attendance and addressing attendance related issues.</p>
Ongoing investment in National College CPD and external CPD	<ul style="list-style-type: none"> More consistency is being embedded in school teaching and learning priorities. National College CPD was directed for certain priority areas but this could be utilised in more areas. Research-led impact from key internal staff members was judged to be more meaningful in the context of the school than purchasing external CPD Results as above but CPD is a long term strategy. 	<p>Budget for National College CPD again for 2023/24 and continue to include it in compulsory CPD time for teachers.</p> <p>Direct teachers to relevant National College CPD linked to key ASPIRE signature pedagogy priorities.</p> <p>Focus on internal CPD backed by external research.</p>
Focused programme for Literacy	<ul style="list-style-type: none"> Improving oracy skills and good practice following strands 5 and 6 of the EEF guidance report embedded amongst staff Results as above; English results significantly outperformed National 	<p>Continue with the strategy with a renewed focus on disciplinary literacy and other strands from the EEF Guidance</p>

	<p>averages</p> <ul style="list-style-type: none"> Improved access to the curriculum for KS3 KS4 pupils are not receiving the same level of literacy support as KS3 pupils. 	<p>Report.</p> <p>Develop and implement specific strategies to improve literacy levels for KS4 students.</p>
Teaching & Learning development and CPD programme	<ul style="list-style-type: none"> Consistent high quality teaching has been determined by numerous research sources backed by the EEF and Department for Education Consistency among teaching and learning priorities has been emphasised through CPD. Retrieval and modelling has been developed very comprehensively but results indicate that literacy, questioning, assessment and adaptive teaching (differentiation) remain key priorities and further impact is needed to improve on the above results. 	<p>Ensure consistency in the best teaching and learning linked to the new ASPIRE signature pedagogy. Focus on priorities within this that will likely maximise impact in closing attainment gaps between key groups of disadvantaged pupils and non-disadvantaged pupils.</p>
Teaching & Learning resources subscriptions	<ul style="list-style-type: none"> The impact was limited because of limited engagement from teachers Department level and leadership driven internal improvements and CPD have had more impact 	<p>Greater investment in teachers and teaching is needed. Development and appointments of lead teachers in English, maths and science done to drive forward improvements.</p>
School-led tutoring 40% allocation	<ul style="list-style-type: none"> Results as above Positive effect on progress for students who engaged fully with high attendance rates Programme did not run long enough with the cohort to accurately judge impact 	<p>Continue with school led tutoring. Key performance data shows significant benefit to pupils in the 2022/23 cohort who engaged fully with the tutoring. This also follows DfE recommendations on utilising tutoring to close attainment gaps. School contribution for 2023/24 is 50% which must be paid from Pupil Premium.</p>
Provide revision resources	<ul style="list-style-type: none"> This strategy was abandoned in 2022- 	<p>Continue with the</p>

for all key stage 4 pupils in the Ebacc subjects	23 for two main reasons. Firstly, revision guides were initially provided during the Covid-19 pandemic to ensure disadvantaged pupils had access to high quality learning resources at home. The need for this has reduced because of an increase in teacher-led interventions and free high quality online resources. Secondly, it became apparent that a significant proportion of free school meal entitled pupils were not eating until lunchtime. Consequently, the school funded toast at break time to relevant pupils.	provision of toast to pupils eligible for free school meals at break times.
Educational Psychologist services	<ul style="list-style-type: none"> • High quality support plans have developed from EP reports • Successful EHCP applications have followed EP interventions 	Continue to support and increase the allocation for this from Pupil Premium to relieve the SEND budget and utilise increased funding.
Focused PP team to track progress and support pupils	<ul style="list-style-type: none"> • Provision for disadvantaged students has improved significantly • Targeted interventions and monitoring is having a significant positive impact on key groups with good attendance. • Impact has been very limited for those pupils with persistent absence. 	Continue to budget for this but with the improving attendance levels and reducing persistent absence now being the most important priority.
Online learning tools to support reading, numeracy, MFL, online learning	<ul style="list-style-type: none"> • Accelerated Reader has had a significant positive impact on estimated reading ages and literacy skills for Key Stage 3 students. • MyOn has contributed to a greater uptake in reading for pleasure. • Times Tables Rockstars has helped to develop numeracy skills for Year 7 students 	Continue to fund these programmes and ensure they are targeted at relevant intervention groups, for example the Numeracy group.
Peri lessons for music pupils	<ul style="list-style-type: none"> • Access to all for participation in music is a key priority for the school • Students have been able to access singing and instrument lessons which would not have been possible without 	Continue to fund.

	the school's support.	
Overlays / coloured paper	<ul style="list-style-type: none"> Coloured paper was purchased and placed next to every photocopier in school which made it significantly easier to comply with SEND pupil passports and support plans. 	Continue to fund with the same allocation. Additional funding to be used to purchase photography resources.
Hardship fund and resources for disadvantaged pupils	<ul style="list-style-type: none"> The flexibility of this fund means that all students, including the most disadvantaged and vulnerable, can participate in school and the curriculum. The cost of living crisis means the current fund may be too stretched. Requests for school assistance with uniform costs have increased significantly. 	Increase funding by a further 50% in anticipation of a greater need for uniform, meals and transport support, including for children who don't qualify for free school meals but are still from families that struggle financially.
Transport	<ul style="list-style-type: none"> Results as above The contribution to supporting students with after school revision, extra curricular activities and alternative provision has been significant, especially given the rural setting of the school. The costs were greater than anticipated and are rising. 	Continue to fund but reduce the allocation; an extension of the length of the school day has meant that many aspects of enrichment and intervention can now be met at lunchtimes.
Alternative Provision	<ul style="list-style-type: none"> The impact is difficult to measure on the relevant students. It is clear that for some it has prevented permanent exclusions We consider that it has reduced the risk of relevant students leaving school without being in education, employment or training. 	Continue to budget for.
Learning Mentors and Parent Support Worker	<ul style="list-style-type: none"> The team has been effective at identifying students and families in need of mental health support The impact of the team has been mixed depending on the needs of students 	Continue to fund.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Accelerated Reader	Renaissance
MyON	Renaissance
Life to the Full	Ten Ten Resources

Service pupil premium funding

How our service pupil premium allocation was spent last academic year
<p>The funding from the service pupil premium provides a valuable contribution to the holistic pastoral care and nurturing that is provided in the context of our Catholic ethos. In particular, the funding goes towards our Welfare Team, including Learning Mentors and the provision of the ARC, as well as our Family Support Worker and our School Counsellor. Funding is also provided to support pupils of Service families in a practical sense regarding participation in all curricular and extra-curricular activities, as well as the wider Catholic life of the school.</p>
The impact of that spending on service pupil premium eligible pupils
<p>The school has 19 pupils who are children of Service families (as of 12/12/2023). These pupils are given priority for any services that they may need to access to allow them to integrate fully into school life and are given excellent pastoral support including regular monitoring of their wellbeing. SPP eligible pupils are assigned to a caseload of a member of the Welfare Team to provide mentoring and bespoke support where needed. The academic progress of SPP eligible pupils is also tracked in the same way as for disadvantaged pupils and their academic results are included in the outcomes detailed in Part B above.</p>