Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	1322
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2021 - 2024
Date this statement was published	September 2023
Date on which it will be reviewed	September 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

St John's Catholic School & Sixth Form College is "A Learning Community Guided by Gospel Values." Our aim is that all pupils, including disadvantaged pupils, can participate fully in all of the high-quality learning and enrichment activities that are offered by the school. We endeavour to adapt teaching and learning opportunities and activities to individual needs. Through consistently good teaching, excellent teacher-pupil relationships and an emphasis on developing high levels of literacy, we aim to ensure that all our disadvantaged pupils achieve in line with their peers.

Our approach to narrowing the attainment and progress gaps between disadvantaged pupils and their non-disadvantaged peers is a long-term strategy of focusing on improving attendance levels for all disadvantaged pupils. If pupils have good attendance records and are encouraged to engage fully in learning, we believe our young people can succeed and excel with high-quality teaching. Our 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 ensure our approach achieves 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 ensure high quality teaching and learning approaches are consistent and tailored to individual needs. This will 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 tutoring as part of our Covid-19 catch-up plan to address gaps in learning for all pupils, especially disadvantaged pupils.

We have dedicated members of staff, including pastoral and welfare teams, to work with pupils and families to address attendance issues and persistent absence. Attendance is a significant concern after the destabilising effects of the Covid-19 pandemic, which has also seen a rise in 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 their well-being and ultimately their attendance and engagement.

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 been seriously affected post pandemic. We have now received KS4 data from two sets of Year 11 cohorts who have completed external examinations post pandemic. The data shows that low 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 52.7%, which is significantly higher than the national average rate of 43.6% (in 2021-22). The information gathered has made it clear that improving attendance levels must be a main priority for 2023-24 as our 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 male pupils. The proportion of disadvantaged pupils with low literacy levels is higher than their non-disadvantaged peers.
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 good progress at narrowing the attainment gap between disadvantaged pupils and their non-disadvantaged 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 and a lack of commitment to education. 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 promising improvements from key groups and for the percentage of 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.	• Reduction in the persistent absence rate for disadvantaged pupils by at least 10% to bring it in line with the national average rate for disadvantaged pupils.

Attendance of disadvantaged pupils to improve and be at least in line with the national average rate for disadvantaged pupils	Further, more ambitious targets will be set once this target has been achieved. • Greater proportion of disadvantaged pupils with attendance levels of 93+%.
Improve the attainment outcomes for disadvantaged pupils in Year 11 in line with GCSE targets.	• Higher average attainment 8 and progress 8 scores at GCSE level for each cohort of disadvantaged pupils from 2022-2024. *In 2023 the gap in average attainment 8 results has reduced from 14 to 12.* • Greater proportions of Year 11 pupils meeting GCSE targets. *In 2023, the number of pupils achieving five grades 9-4 including English and Maths was 50%. This compares favourably to an average of 40% for County Durham schools.*
Improve the academic outcomes for male, higher prior attaining, disadvantaged pupils across the curriculum. Improve the academic outcomes for middle prior attaining, disadvantaged pupils. Data has shown that there is a significant attainment gap among this group which has strong correlations with lower attendance levels.	• Higher average attainment 8 and progress 8 scores for male HPA disadvantaged pupils from 2022-2024 (compare with female HPA disadvantaged and non-disadvantaged pupils). • Higher average attainment 8 and progress 8 scores for male HPA disadvantaged pupils from 2022-2024 (compare with male HPA non-disadvantaged pupils) *In 2023, male HPA disadvantaged pupils achieved an estimated average progress of +0.8 which actually exceeded the progress for non-disadvantaged male HPA pupils.* • Higher average attainment 8 and progress 8 scores for MPA disadvantaged pupils than for previous cohorts (compare with non-disadvantaged pupils). It is anticipated this would be a natural consequence of higher attendance levels for this group.
Improve literacy and numeracy skills of targeted disadvantaged pupils. Aim to address a lack of engagement amongst a significant proportion of disadvantaged pupils and encourage them to make more rapid academic progress.	• Greater fluency in the use of subject-specific vocabulary and oracy of disadvantaged pupils based on formative and summative teacher assessments. • Greater participation in lessons by disadvantaged pupils based on formative and summative teacher assessment

	• outcomes and quality assurance from middle/senior leaders.
	• A reduction in negative behaviour incidents and sanctions for disadvantaged pupils based on data from Class Charts.
	• An increase in positive behaviour and virtues points for disadvantaged pupils based on data from Class Charts.
Improve the engagement in learning and promote more rapid academic progress by ensuring teaching is consistently adapted to the individual needs of all pupils.	• Greater participation in lessons by disadvantaged pupils based on formative and summative teacher assessment outcomes and quality assurance from middle/senior leaders.
	• A reduction in negative behaviour incidents and sanctions for disadvantaged pupils based on data from Class Charts.
	• An increase in positive behaviour and virtues points for disadvantaged pupils based on data from Class Charts.
	• More positive outcomes demonstrated at key assessment points throughout the academic year for different groups.

Activity in this Academic Year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year (2023-24)** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 181,997

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing investment in National College CPD	Accessible development of teaching and learning skills and training in the understanding of SEMH needs of disadvantaged pupils

Improved adaptive teaching approaches from experienced teachers and support for early career teachers.

EEF Guidance Reports outline the importance of consistent high-quality | 1,2,3,4 |

	teaching that is adapted to the individual needs of all pupils.	
Focused programme for literacy development	Improved pupil literacy re-engages young people with their curriculum and removes a barrier to learning. Informs curriculum planning and curriculum support. *Our approach to literacy is taken directly from the EEF Guidance Report: Improving Literacy in Secondary Schools.*	1,2,3,4
Teaching & Learning development and CPD programme	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. *EEF Guidance Reports outline the importance of consistent high-quality teaching that is adapted to the individual needs of all pupils.* *Internal data shows that staff turnover is low.*	1,2,3,4
Subscriptions for Teaching & Learning resources	Wide ranging resources to meet the varied learning needs of pupils; support for adaptive teaching and learning approaches.	2, 4
Focused PP team to track progress and support pupils	Raising the profile of PP pupils; monitoring their attendance and related issues; 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 their parents/carers; encouraging high levels of engagement from all parents/carers of disadvantaged pupils. Delivering staff CPD. *EEF guidance shows that best practice is that which is adapted to individual needs; identification of those needs is also a high priority.*	1,2,3,4

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

Budgeted cost: £ 41,740

Activity	Evidence that supports this approach	Challenge number(s) addressed
School-led tutoring (50% allocation)	Small group or structured 1:1 intervention to narrow gaps in learning. *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.*	1,2,3,4
Provide revision resources for all Key Stage 4 pupils in the Ebacc subjects	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.	2,4
Educational Psychologist services	Identification of cognitive and behavioural factors that are a barrier to learning to inform effective curriculum planning for individual pupils to access learning *EEF Guidance Reports outline the importance of consistent high-quality teaching that is adapted to the individual needs of all pupils.*	1,2,3,4
Online learning tools to support reading, numeracy, MFL, online learning	Ongoing literacy and numeracy assessments to establish reading ages and numeracy levels to ensure adaptive teaching to make learning accessible. Programmes include: Accelerated Reader, MyON, Hegarty Maths and Languagenut. *EEF guidance shows that best practice is that which is adapted to individual needs; identification 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, 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.*	2,3,4

| Peri lessons for music pupils | Remove the socio-economic gap to enrichment | 3 |
| Overlays / coloured paper | Support pupils with a specific learning difficulty (eg. Dyslexia). | 2,3,4 |

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

Budgeted cost: £171,042

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improvements in attendance figures	Advertise and appoint an Attendance and Student Support Officer to work closely with families to re-engage persistent absentees with education A dedicated Attendance Officer will monitor absences, including persistent absence (less than or equal to 90%), identifying the causes and vulnerabilities of all pupils. The post-holder will work closely with parents and carers. The Deputy Headteacher responsible for attendance and Assistant Heads of Year will support and plan re-engagement with parents to improve the attendance of individuals within year groups. *Well established research concludes that poor attendance is linked to significantly reduced academic progress (Balfanz and Byrnes, 2012; London et al, 2016).*	1,2,3,4
Hardship fund and resources for disadvantaged pupils	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. *EEF Guidance Reports outline the importance of consistent high-quality teaching that is adapted to the individual needs of all pupils. This includes removing*	1,2,3,4

	any socio-economic barriers to accessing the curriculum and enrichment activities.	
Transport	Equal access to targeted academic support after school for tutoring, support with homework, support with classwork, and participation in extra-curricular activities. *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.*	1,2,3,4
Alternative Provision	Access to alternative education provision approved by Durham Local Authority for pupils at risk of Permanent Exclusion and for those unable to cope with mainstream school education. This ensures that students can re-engage with education, particularly those who have become persistent absentees or school refusers as they are supported with their SEMH needs in smaller group provisions. *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).* *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".*	1,2,3,4
Learning Mentors, Parent Support Worker and School Counsellor	Support pupils' SEMH needs to help engagement with school and learning as well as access to external services. This supports the well-being of pupils and promotes their academic engagement. *The support offered by these professionals is a type of cognitive behavioural therapy and counselling support to ensure supportive relationships exist for our most vulnerable*	1,2,3,4

	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.	

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.

GCSE Results (provisional as of September 2023)

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	6.5%	15.6%
9-5 English and Maths	32.6%	49.7%
9-4 English and Maths	50%	71%

Pupil Premium Strategy Review

Interventions / Actions	Impact	Action for 2023/24
Improvements in attendance figures	• Attendance figures have reduced and persistent absenteeism has increased compared with pre-pandemic levels and national average levels.	Re-advertise for an Attendance and Student Support Officer.

	• This is now an urgent priority to improve attendance figures of key groups	Deputy Headteacher responsible for attendance to drive robust monitoring and tracking, working with Assistant Heads of Year, PP Lead and Admin support.
		Aim is for the attendance of PP students to be in line with national averages
		Weekly attendance review of PP students adopting the Trust 4 week attendance cycle framework.
		Attendance and progress contract for persistently absent PP students with regular parental review meetings.
		Coordinated approach towards morning pickups for PP students using the minibuses. This will involve liaising with parents on a daily basis.
Ongoing investment in National College CPD and external CPD	• More consistency across the curriculum, adaptive teaching and learning strategies. • National College CPD used to support development of pedagogy • Research-led impact from key internal staff members was judged to be more meaningful in the context of the school than purchasing external CPD • On-going CPD to improve pedagogy	Budget for National College CPD in 2023-24 and units attributed as part of the directed time calendar Teachers to access relevant National College CPD linked to key ASPIRE signature pedagogy priorities. Focus on delivery of internal CPD backed by external research.
Focused programme for Literacy	• Improving oracy skills and good practice following strands 5 and 6 of the EEF guidance report • English GCSE results above national averages	Continue with the strategy with a renewed focus on disciplinary literacy and

	• Improved access to the curriculum for KS3 students	other strands from the EEF Guidance Report. Develop and implement specific strategies to improve literacy levels for targeted KS4 students.
Teaching & Learning development and CPD programme	• Consistent high-quality teaching strategies/approaches have been determined by numerous research sources backed by the EEF and Department for Education • Teaching and learning priorities have been emphasised in CPD throughout the academic year to ensure consistency across the curriculum • Retrieval and modelling have been embedded but results indicate that scaffolding, independent learning, literacy development and adaptive teaching remain key priorities	Ensure consistency in the best teaching and learning linked to our ASPIRE signature pedagogy. Focus on strategies that will maximise impact in closing attainment and progress gaps of key student groups
Subscriptions for Teaching & Learning resources	• The impact was limited because of limited engagement from teachers • Department development work and leadership-driven internal CPD have had more impact	Appointments of lead teachers in RE, Maths and Science have been made to drive improvements in outcomes.
School-led tutoring (40% allocation)	• Positive impact on progress for students who engaged fully with the programme	Continue with school-led tutoring. Key performance data shows significant benefit to pupils in the 2022-23 cohort who engaged fully with the tutoring programme. This also follows DfE recommendations on utilising tutoring to close attainment gaps. School contribution for 2023-24 is 50% which will be paid from Pupil Premium funding.

Provide revision resources for all key stage 4 pupils in the Ebacc subjects	• This strategy ended in 2022-23 for two main reasons: 1. 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 teacher-led interventions and free high-quality online resources. 2. A significant proportion of FSM pupils were not eating until lunchtime, which affected their concentration levels during morning lessons. Funding was redirected to provide free toast/refreshments at break time to those targeted pupils.	Continue to provide free toast and/or refreshments to FSM pupils in the morning / at break times.
Educational Psychologist services	• High quality support plans have been developed from EP reports • Successful EHCP applications have followed EP interventions	Continue to fund additional EP time to ensure all needs are identified and supported
Focused PP team to track progress and support pupils	• Provision for disadvantaged students has improved significantly • Targeted interventions are having a significant positive impact on key groups who have good attendance. • Impact has been very limited for those pupils with persistent absences.	Renewed focus on robust attendance procedures to reduce absence rates
Online learning tools to support reading, numeracy, MFL, online learning	• Accelerated Reader has had a significant positive impact on reading ages and literacy skills for Key Stage 3 students. • MyOn has encouraged more students to read for pleasure • Times Tables Rockstars has helped to develop numeracy skills for Year 7 students	Continue to fund these programmes and ensure positive impact with targeted groups through consistency of delivery and use.
Peri lessons for music pupils	• Students have been able to access additional singing and instrumental lessons which would not have been possible without the school's support.	Continue to fund additional lessons to ensure access to enrichment.
Overlays / coloured paper	• Coloured paper was purchased and placed next to every photocopier in	Continue to fund and provide easy access.

	school which made it significantly easier to comply with SEND pupil passports and support plans.	Additional funding to be used to purchase photography resources.
Hardship fund and resources for disadvantaged pupils	- The flexibility of this fund means that all students, including the most disadvantaged and vulnerable, can participate in all aspects of school life (curriculum, enrichment and extra-curricular) - The cost of living crisis means the current fund may be stretched. - Requests for school assistance with uniform costs have increased significantly.	Increase funding by a further 50% in anticipation of a greater need due to the cost of living crisis, requests for uniform, meals and transport support. Also support those children who do not qualify for free school meals but are still from families that are struggling financially.
Transport	- The contribution to support students with after school revision, extra-curricular activities and alternative provision has been significant, especially given the rural setting of the school. - Transport costs were greater than anticipated and are rising.	Continue to fund but review the allocation in light of the change to the school day; many aspects of enrichment and intervention can now take place at lunchtimes.
Alternative Provision	The impact is difficult to measure but it is clear that for some students it has prevented permanent exclusions	School has budgeted to fund alternative provisions in conjunction with the SW Durham Behaviour Inclusion Panel
Learning Mentors, Parent Support Worker and School Counsellor	The team has been effective at identifying students and families in need of mental health support	Continue to fund including the service level agreement with the Road Centre for the Counsellor's time.

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