

Pupil Premium Strategy Statement – 2023 to 2024

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 Catholic Comprehensive School
Number of pupils in school (Years 7 to 11)	1001
Proportion (%) of pupil premium eligible pupils	25.7%
Academic year/years that our current pupil premium strategy plan covers	2023-24
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Mr D Walton
Pupil premium lead	Mr R Payne
Governor / Trustee lead	Mr M Hannon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£246,330
Recovery premium funding allocation this academic year	£64,860
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.	£311,190

Part A: Pupil premium strategy plan

Statement of intent

At St John's we are committed to ensuring that every student experiences equal opportunities in every learning and social experience. We firmly believe that no student should be disadvantaged in any aspect of their education and experiences.

We aim to make sure that disadvantaged students experience and achieve on an equal footing with all other students and we are committed to firstly narrowing and then eliminating any gaps.

We are committed to ensuring that:

- The gap in achievement between disadvantaged and non-disadvantaged students is narrowed and subsequently eliminated
- Outcomes are in line with aspirational targets for all students
- The gap in attendance between disadvantaged and non-disadvantaged students is narrowed and subsequently eliminated
- Attendance exceeds national averages and expectations
- Frequent and effective monitoring of data is undertaken to ensure timely intervention
- All students have access to extra-curricular and ICT provision.

Our plan is to provide the necessary strategic action to make sure that aims are met and that the challenges detailed are overcome. We intend to provide focussed intervention, high quality teaching and learning strategies for all students as well as high quality pastoral support.

Challenges

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

Challenge number	Detail of challenge
1	Close gaps in learning caused by disadvantage.
2	Tackle non-academic barriers to academic success, such as attendance, behaviour and social and emotional support.
3	Access to learning, extra-curricular clubs and ICT.
4	Effective contact and engagement with parents/carers.
5	Continued staff awareness of PP students and strategies for success.

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
To eliminate the achievement gap between disadvantaged and non-disadvantaged learners at KS4.	P8 score to match that of non-disadvantaged learners.
To eliminate the achievement gap between disadvantaged and non-disadvantaged learners at KS3.	KS3 achievement to match that of non-disadvantaged learners.
To eliminate the Attendance gap between disadvantaged and non-disadvantaged learners	Attendance to match that of non-disadvantaged students.
To eliminate the gap between disadvantaged and non-disadvantaged learners in the accessing of extra curricular opportunities and trips	Attendance at trips and extra curricular opportunities to match that of non-disadvantaged students.

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.

High Quality Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £90,246

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality teaching: to provide high quality and meaningful CPD, collaborative experiences and self-reflection activities that ensure teaching and assessment practices are of an exceptional standard and continually improving further.	Evidence from across the English school system shows that using your pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils.	1, 2, 5
High quality curriculum: to provide a high quality curriculum that develops deep subject knowledge.	Evidence from across the English school system shows that using your pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils.	1, 3
Appointment and retention of strong staff and a robust performance management programme focussing on excellence in data.	Evidence from across the English school system shows that using your pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils.	1, 2, 5
High quality CPD and mentoring programme	Evidence from across the English school system shows that using your pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils.	1, 2
Internal cover system to support with staff absence ensuring cover lessons are	Evidence from across the English school system shows that using your pupil premium funding to improve teaching quality is the most effective	1, 3

administered by St John's staff and high-quality learning takes place.	way to improve outcomes for disadvantaged pupils.	
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Targeted Academic Support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £46,680

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality one to one and small group support through subject specialist intervention and St. Francis de Sales provision.	On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition is an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.	1, 3, 4
Introduction of Personalised Learning Programmes for all students to reflect on previous learning that are completed as homework tasks.	Providing feedback is well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve Homework and has a positive impact on average attainment, particularly with pupils in secondary schools.	1, 3, 5
Academic mentoring.	On average, mentoring appears to have a small positive impact on academic outcomes. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.	1, 4.
Bounce Forward	Y7-9 Students develop skills of resilience and self-confidence through the programme and resources. It allows students to develop these skills experientially.	1, 5
Inclusion in the programme of	On average, revision of taught content is very effective at improving pupil outcomes. Revision is	1, 3, 5

targeted revision	targeted to pupils that are identified as having low prior attainment or are struggling in particular areas.	
Provision of learning resources and revision materials.	Pupils from lower socioeconomic households are less likely to be able to afford the cost of learning resources.	1, 3
Provision of electronic devices so all students can access the digital curriculum.	Pupils from lower socioeconomic households are less likely to be able to afford the cost of learning digital equipment.	1, 3

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

Budgeted cost: £174,264

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance – employment of a School Home Support Officer	Improved attendance is a huge factor that influences the success of disadvantaged students. There is a strong correlation between high attendance and success.	2
Counselling and mentoring	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.	1, 2
Careers. Vocational provision	Aspirations Intervention – To meet their aspirations about careers, university, and further education, pupils often require good educational outcomes. Raising aspirations is therefore often believed to incentivise improved attainment.	1, 2
Education platforms to enrich homework	Homework – allows students to develop fluency, discover and increase knowledge. Homework that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning.	1, 3
Pastoral Support	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.	1, 2
Welfare Team	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional	1, 2

	progress in academic outcomes over the course of an academic year.	
Parental Engagement and Meetings	Encouragement and support for parents to support in their child's learning.	5
Homework Club	Extending the school day and underpinning learning through homework. Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools.	1, 3
Feedback	Feedback is fundamental to improving Students' learning. It redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output or outcome of the task the process of the task the student's management of their learning or self-regulation.	1, 4
Period 9 Lessons and Early Classes.	Extending the school day to meet students' needs and to expand capabilities. Programmes that extend school time have a positive impact on students. Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision.	1,3.
Provide support for uniform / PE kit acquisition	Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms.	2, 5
Inclusion in the enhanced extra curricular programme	Extracurricular activities can have a positive impact on students wellbeing, their wider skill development and schooling experience.	3

Total budgeted cost: £311,190

Part B: Review of outcomes in the previous academic year

Attainment and Achievement	2023 Outcomes v 2019 Outcomes (Most recent examination year with no advanced information / amended grade boundaries)
Percentage of students achieving a 5+ in both English and Maths	Gap between PP and Non-PP reduced by 7%
Percentage of students achieving a 4+ in both English and Maths	Gap between PP and Non-PP reduced by 16%
Progress 8	Gap between PP and Non-PP reduced by 0.11
Attainment 8	Gap between PP and Non-PP reduced by 0.47

Attendance 2023 v 2022	Gap between PP and Non- PP reduced by 0.35%
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The published Pupil Premium Strategy reviews expenditure and impact for the last academic year. *Please see school website for details - <https://www.stjohnscs.com/>*

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
Educake,	Educake
MathsWatch	Mathswatch Ltd.
Bounce Forward Programme	Bounce Forward
SALUS	Salus Education
Young Lives Foundation	Young Lives Foundation
Bedrock Literacy	Bedrock
Unifrog	Unifrog