

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	St John's Catholic Comprehensive School
Number of pupils in school	963.
Proportion (%) of pupil premium eligible pupils	25.23%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Mr M O'Shea
Pupil premium lead	Mr R Payne
Governor / Trustee lead	Mr A Thomas

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£210,010
Recovery premium funding allocation this academic year	£31,612
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. NA	£241,622

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 aim to ensure that:

- We eliminate the achievement between disadvantaged and non-disadvantaged students
- Outcomes are in line with aspirational FFT aspirational targets
- Attendance is on a par with whole school attendance
- Frequent monitoring of data 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 listed are tackled. 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 the pandemic.
2	Lower than average attendance.
3	Access to learning, extra-curricular clubs and ICT.
4	Lower than average literacy skills.
5	More contact and engagement with parents/carers.
6	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
Improved P8 score for disadvantaged learners at KS4.	P8 score is closer or level to non-disadvantaged learners.
Improved attainment at KS3	Students to match non-disadvantaged attainment.
Students to have improved attendance.	To close the gap or match non-disadvantaged student attendance.
Improvements in numeracy and literacy	PP students to be above the national level for numeracy and literacy.

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: £69,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality teaching: to provide high quality CPD focussed on integrity in pedagogy so that staff can deliver high quality assessment.	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, 4
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, 4
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, 6
Internal cover to support with staff absence ensuring cover lessons are quality and learning takes place.	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

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

Budgeted cost: £35,602

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 has a positive impact on average attainment, particularly with pupils in secondary schools.	1, 3, 4, 6
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.
Introduction of LORIC Years 7 – 9.	LORIC (Leadership, Organisation, Resilience, Initiative and Communication) - the skills that are developed through the Edge programme and through the core Character resources. It allows students to develop these skills experientially and provides them with an evidenced record of their achievements.	1, 5
Inclusion in the enrichment and opportunities programme of	On average, revision of taught content is very effective at improving pupil outcomes. Revision is targeted to pupils that are identified as having low prior attainment or are struggling in particular areas.	1, 3, 4

targeted revision classes		
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: £136,520

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance – appointment of a fulltime 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.
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, 5.
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,	1, 3

	studies that included feedback on homework had higher impacts on learning.	
Pastoral Support	Pastoral support encourages parental engagement allows support their child's learning. Social and Emotional Learning seeks to intervene to support student learning.	1, 2
Welfare Team	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, 5
Parental Meetings, now parental contact due to Covid 19 to raise aspirations.	Encouragement for parents to support their child's learning. Social and Emotional Learning seeks to intervene to support student 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, 4
Feedback. Re-emphasise and embed marking PP students' books first.	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, 6.
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 uniform so that we offer an inclusive school.	Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms.	1, 5.

Total budgeted cost: £ 241,622

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.

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.
LORIC	PiXL
SALUS	Salus Education
Young Lives Foundation	Young Lives Foundation

