

Pupil Premium Strategy Statement – 2025 to 2026

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	St John's Catholic Comprehensive School
Number of pupils in school (Years 7 to 11)	986 Total
Proportion (%) of pupil premium eligible pupils	281 PP (28%)
Academic year/years that our current pupil premium strategy plan covers	2025/26
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Mr D Walton
Pupil premium lead	Miss C Burton
Governor / Trustee lead	Mr M Hannon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£292,400
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.	£292,400

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 a wide range of extra-curricular opportunities and are actively encouraged to access these
- All students have access to suitable 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.	Value Added* and APS scores to match that of non-disadvantaged learners. Students receiving strategic intervention support to make progress in line with their targets. <i>*Value Added scores for 25/26 will be calculated using pupils' CATS attainment as a baseline.</i>
To eliminate the achievement gap between disadvantaged and non-disadvantaged learners at KS3.	KS3 achievement to match that of non-disadvantaged learners. Students receiving strategic intervention support to make progress in line with their targets.
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: £87,728

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality teaching: to provide Quality First Teaching and meaningful CPD, collaborative experiences and self-reflection activities that ensure teaching and assessment practices are of an exceptional standard and continually improving further.	<u>SEND Code of Practice (2015)</u> emphasises the importance of high-quality teaching that is differentiated and reflected upon in order to improve teachers understanding of strategies to improve outcomes.	1, 2, 5

High quality curriculum: to provide a high-quality curriculum that develops deep subject knowledge.	<u>Education Endowment Foundation (EEF) High Quality Teaching</u> guidance highlights the importance of adapting curriculums to move students from their starting points and enable teachers to look for opportunities to capitalise on strengths and identify areas which might need revisiting.	1, 3
Appointment and retention: to have a strong staff and a robust performance management programme focusing on excellence in data.	Evidence from across the English school system shows that recruiting teacher with expertise in subject content and pedagogy ensures students receives precise and engaging education. <u>(EEF) Toolkit</u> highlights the effective use of data and high-quality teaching can deliver the equivalent of several months of additional learning for disadvantaged students.	1, 2, 5
High quality CPD and mentoring programme	<u>(EEF) Effective Professional Development</u> shows that high-quality, structured mentoring provides staff with strategies to manage the classroom effectively and support disadvantaged students.	1, 2
Internal cover system: to support with staff absence ensuring cover lessons are administered by St John's staff who have fostered positive working relationships with students and are adept at ensuring high-quality learning takes place.	<u>(EEF) High Quality Teaching</u> High-quality cover ensures that lessons are led by staff familiar to the school curriculum and teaching standards, leading to consistency for those who may struggle more with change such as those who are disadvantaged. An internal cover system ensures lessons proceed as planned, preventing gaps in learning.	1, 2, 3
Education platforms to enrich homework	<u>EEF's Homework strategy</u> states that 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 and retention.	1, 3
Feedback	<u>EEF's Teacher Feedback to Improve Pupil Learning report</u> states that 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

Extending the school day with Period 9 Lessons and Early Classes.	EEF's Extending school time report states that 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
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Targeted Academic Support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £34,385

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality one to one and small group support through subject specialist intervention.	EEF's One to one tuition guidance states that 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
Personalised Learning Programmes for all students to reflect on previous learning that are completed as homework tasks.	EEFs feedback guidance shows that 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
SLT mentoring programme	EEFs mentoring strategy states that 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.
Inclusion in the programme of targeted revision	EEFs Metacognition and self-regulation strategy 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 as research shows disadvantaged students are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies.	1, 3, 5

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, 2, 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. <u>EEFs Using Digital Technology to improve learning</u> report highlights that technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom.	1, 3
Peer mentoring and tutoring	<u>GOV.uk</u> highlights the importance of peer mentoring and its importance in further reducing the educational inequality within schools. <u>EEFs Mentoring strategy</u> emphasises that mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge.	1, 2, 3

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

Budgeted cost: £170,287

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance – employment and effective deployment of Attendance Officers, purchase and evidence use of Attendance software	<u>The Education Hub 2023</u> highlights that 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	<u>EEF's social and emotional learning approaches</u> have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.	1, 2
Careers and Vocational provision	<u>EEF's Aspirations Intervention</u> meet student's aspirations about careers, university, and further education, student's often require good educational outcomes. Raising aspirations is therefore often believed to incentivise improved attainment.	1, 2
Pastoral Support	<u>EEF's social and emotional learning approaches</u> 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	<u>EEF's social and emotional learning approaches</u> have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.	1, 2
Parental Engagement and Meetings	<u>EEF's parental engagement strategy</u> highlights that encouragement and support for parents to support in their child's learning and can on average have a positive impact in secondary schools (+ 2months).	1,2,3,4
Homework Club	<u>EEF's Homework strategy</u> highlights the importance of homework can maximise learning. Extending the school day and underpinning learning through homework supports this as homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools.	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. <u>EEF School Uniform research</u> shows that wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline.	2, 5
Inclusion in the enhanced extra-curricular programme and support to attend trips.	Extracurricular activities can have a positive impact on students wellbeing, their wider skill development and schooling experience. <u>Social Mobility Commission 2019</u> highlights the importance of extra-curricular activities in boosting a young people's confidence to interact socially with others; extend their social networks; and provide them with new skills and abilities	3
Extra-Curricular rewards programme	Rewards programmes motivate students who may otherwise not access extra-curricular activities, whilst simultaneously promoting an increased awareness and knowledge of wider educational experiences offered in the local areas with no financial barriers.	2,3,4,5
Targeted Easter retention programme	<u>EEFs Individualised instruction research</u> shows that small group interventions facilitate personalised learning that can accelerate progress, consolidate skills, retain and master knowledge that students may have otherwise lost during holidays due to limited educational resources at home, therefore promoting the continuity of learning.	1,2,3,4,5

Total budgeted cost: £292,400

Part B: Review of outcomes in the previous academic year

Attainment and Achievement	2025 Outcomes
Percentage of students achieving a 5+ in both English and Maths	Gap between PP and Non-PP = 18%
Percentage of students achieving a 4+ in both English and Maths	Gap between PP and Non-PP = 30%
Progress 8	n/a – No Progress 8 (P8) scores in 2025 due to students missing KS2 SATS due to COVID.
Attainment 8	Gap between PP and Non-PP = 12.6
Attendance 2025	Gap between PP and Non-PP = 2.9%

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the

The published Pupil Premium Strategy reviews expenditure and impact for the last academic year. Please see school website for details - https://www.stjohnscs.com/

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
Satchel One	Teacher Centric
Reach More Parents	Weduc
Ten:Ten	Ten:Ten Resources
A Star Attendance	A Star Attendance Solutions