



Pupil Premium

2021 - 2022

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 Plessington Catholic College
Number of pupils in school	1335
Proportion (%) of pupil premium eligible pupils	435 (32.6%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	<ul style="list-style-type: none">• 2021-2022• 2022-2023• 2023-2024
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Ms M Sharratt
Pupil premium lead	Mr B Nunnery
Governor / Trustee lead	Mr D Cartmell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£363,855
Recovery premium funding allocation this academic year	£58,725
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£422,580
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

Access lies at the heart of our school and our disadvantaged pupil educational philosophy. In all that we do, we ensure that every pupil has the opportunity to engage with our curriculum, removing any barriers and creating opportunities for excellence and fulfilment.

We always maintain Quality First Teaching and ensure that our disadvantaged pupils have access to high quality adult support through targeted intervention programmes and reading and communication opportunities.

It is our intention to ensure disadvantaged pupils have secure foundations for progression into further education and apprenticeship. At all stages of their SJP journey, disadvantaged pupils receive an enriching and bespoke aspirational programme that exposes them to a wide range of voices and experiences. We expect all disadvantaged pupils in SJP to be able to engage in school life equally. SJP's Pupil Premium Strategy is centred around existing EEF research, robust diagnostic testing, on-going review of pupil progress, pupil and parent/carer voice and being responsive to the ever changing challenges we face throughout the pandemic. Quality First Teaching, targeted intervention and care for our pupils' well-being and personal development is at the heart of

our strategy. When creating our PP Strategy we recognise the importance of considering the context of the school and the subsequent challenges presented. We draw upon a wide range of research and evidence, particularly that of the EEF and Marc Rowlands to support decisions made around the usefulness and implementation of different strategies.

The key principles of our strategy:

Promote an ethos of attainment for all

Individualised approach to address barriers – rather than access to generic support and focusing on students nearing the end of KS4

Quality First Teaching – rather than bolt-on strategies

Person centred approach

Clear, responsive leadership – setting high aspirations and responsibility for raising attainment to all staff.

Our objectives are:

To close the attainment gap between non-disadvantaged pupils and disadvantaged pupils.

For all disadvantaged pupils to make progress in line with their non-disadvantaged peers nationally.

Close the attendance gap between DP and Non DP pupils.

To provide opportunities to ensure that all disadvantaged pupils are able to engage in the wider curriculum.

Challenge

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

Challenge number	Detail of challenge
1	NGRT testing at the start of the academic year in each year group has indicated that:

	<p>In year 7 the mean age standardised scores is not significantly below the national average</p> <p>In Year 8 & 9, the mean age standardised scores are significantly below the national average</p> <p>In Year 10, the mean age standardised scores are significantly below the national average</p> <p>In Year 11, the mean age standardised scores are significantly below the national average</p> <p>Our challenge is to overcome this reading deficit in order to improve the outcomes and progress of DP across the subject range.</p>
2	<p>Our assessments, observations and discussions with our pupils and families suggest that as a result of lost learning due to the pandemic, outcomes and progress of DP in EnMa were significantly adversely affected. Our challenge is to overcome this EnMa deficit, in order to equip our DP with the skills and knowledge to access the next stage in their educational journey.</p>
3	<p>PASS testing at the start of the academic year in each year group, alongside teacher assessment, observations and discussions with our pupils and their families suggest that well-being and personal development for a large proportion of our DP has been negatively impacted by partial school closure and lockdowns. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. This is to a greater extent than for their peers. Our challenge is to support our disadvantaged pupils who have experienced MHWB / SEL concerns as a result of the pandemic and their own personal well-being challenges.</p>
4	<p>Close the attendance gap between DP and Non DP pupils.</p>
5	<p>Fewer DP study EBACC subjects than their non disadvantaged peers. Our data shows that DP students who do study all EBACC subjects perform significantly lower than those who are not DP. Our challenge is to increase DP uptake of EBACC subjects at Key Stage 4 and prepare our DP to have confidence, resilience and be skilled learners in external examinations</p>

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
<p>Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on EBacc subjects</p>	<p>By the end of our current plan in 2024/25, KS4 outcomes demonstrate that disadvantaged pupils achieve an APS of 4 and that more disadvantaged pupils enter the English Baccalaureate (EBacc). In 2020-2021 this figure was 83% overall, 86% NDP, 75% DP. This is already significantly above the national average (40%).</p> <p>All DP students are at the expected curriculum related reading level as they progress through the school. Quality first teaching in all classrooms, taking into account principles of effective classroom practice. The QA process identifies that all students experience lessons that enable at least good progress to be made.</p> <p>The teaching of literacy and reading across the college is coherent, enabling all DP pupils to access the curriculum coverage. This is evident in all books and lessons.</p> <p>The implementation cycle: Explore/ Prepare/ Deliver/ Sustain is under constant review and shapes the future of all students (including DP) at SJP.</p>
<p>As shown on the family of schools database pupils achieving English and Maths 4+ & 5+ scores are in line with similar schools.</p>	<p>By the end of our current plan in 2024/25, KS4 outcomes demonstrate that more disadvantaged pupils achieve an average English and Maths grade of a 4+. In 2020-2021, 17% of DP achieved grades 9-5 in EnMa and 51% achieved grades 9-4.</p> <p>Quality First Teaching in all classrooms, taking into account principles of effective classroom practice. The QA process identifies that DP make</p>

	<p>progress in line with their non disadvantaged peers. The teaching of literacy and reading across the college is coherent, enabling all DP pupils to access the curriculum coverage. This is evident in all books and lessons.</p> <p>EnMa disadvantaged and vulnerable group intervention significantly improves pupil attainment.</p> <p>Assessment, feedback and reporting procedures are accurate and robust, providing pupils and parents/ carers with progressive and clear instruction on how to improve.</p>
<p>Pupils who experience MHWB / SEL difficulties on entry and throughout their journey at SJP make expected progress and contribute successfully and positively to the community they live in.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by qualitative data from student voice, student and parent surveys and teacher observations.</p> <p>By the end of the current plan in 2024/25, DP on entry to SJP and throughout their time at SJP who experience MHWB and SEL concerns are recognised through early intervention and are supported in the classroom (inclusion) by Quality First Teaching. They are emotionally supported outside of the classroom by all our personal development provision. Where necessary, statutory assessments and referrals are made to support the pupils in their development.</p> <p>Those who experience MHWB / SEL difficulties have good attendance, their attitude to learning is consistently good.</p> <p>There is a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</p>

<p>Improve attendance of disadvantaged pupils to be in line with that of similar schools</p>	<p>Sustained high attendance from 2024/25 demonstrated by the overall attendance rate for all DP in line with their non disadvantaged peers. Greater parental engagement to support better attendance to school, measured by online events / face to face meets, attendance at school events and parental voice.</p> <p>Meaningful and considered pastoral mental-health and physical-health related support to improve attendance, coordinated by key staff: SWIS, HSIS, EP, SEND, Learning coaches Reduction in external exclusions and part time timetables to reduce absence.</p>
<p>Improve EBACC entry of DP to 80%. Improve P8 of DP EBACC Subjects to be in line with similar schools.</p>	<p>By the end of our current plan in 2024/25, KS4 outcomes demonstrate that more disadvantaged pupils enter the English Baccalaureate (EBacc) and that disadvantaged pupils achieve an average Attainment 8 score of 4+ in EBACC.</p> <p>Quality First Teaching in all EBACC subject areas at KS3 is consistent, to ensure that progress to KS4 learning is achievable.</p> <p>Increase year on year on the number of students entering all EBACC students.</p> <p>Targets: 2021-2022- 75% 2022-2023- 78% 2023-2024- 80% Increased parental engagement and recognition of EBACC importance, monitored by uptake of subjects and pupil and family voice.</p> <p>Assessment, feedback and reporting procedures are accurate and robust, providing pupils and parents / carers with progressive and clear instruction on how to improve.</p>

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: £220,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for teaching and non teaching staff - Focusing on 'Quality First Teaching, inclusion and reading' in order to ensure that our DP children can access all areas of the curriculum and achieve well over time.	READING AND COMPREHENSION STRATEGIES - EEF TOOLKIT +6 FEEDBACK - EEF TOOLKIT +6 Marc Rowlands- 'What should I spend my pupil premium on?'	1, 2 and 5
To ensure that effective personalised feedback, exam preparation and effective coaching can occur, we have reduced class sizes in EBACC subjects through the retention of additional staff.	REDUCING CLASS SIZES - EEF TOOLKIT +2D	1,2 and 5
CPD for teaching and non teaching staff, focusing on an approach to the effective deployment of TAs to support learning and behaviour.	1 METACOGNITION AND SELF REGULATION - EEF TOOLKIT +7 ORAL LANGUAGE INTERVENTION - EEF TOOLKIT +6 TEACHING ASSISTANTS INTERVENTION - EEF TOOLKIT +4 Marc Rowlands - 'Addressing educational disadvantage'.	1,2,3 and 5

	Maximising the Impact of Teaching Assistants MITA (maximisingtas.co.uk)	
Staff CPD - In order to ensure that teaching staff are confident in their delivery of assessment and feedback in their subject area. Additionally, reporting procedures are accurate and robust, providing pupils and parents / carers with progressive and clear instruction on how to improve.	<p>FEEDBACK - EEF TOOLKIT +6</p> <p>MASTERY CLIMATE - EEF TOOLKIT + 5</p> <p>Ofsted Publication - 'How schools are spending the funding successfully' (2013)</p>	1,2, and 5
As demonstrated by our NGRT results, to tackle the reading deficit that many of our DP pupils experience, we will recruit a 'reading champion' to work with targeted cohorts in order to increase their literacy skills through reciprocal reading, enabling them to access all areas of our curriculum.	<p>READING AND COMPREHENSION STRATEGIES - EEF TOOLKIT +6</p> <p>Ofsted Publication - 'How schools are spending the funding successfully' (2013)</p>	1,2, and 5

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

Budgeted cost: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To raise attainment of DP pupils across the curriculum, small group intervention sessions, part funded by a School Led Tutoring grant for targeted cohorts across	<p>SMALL GROUP TUITION - EEF TOOLKIT +4</p> <p>Blogs- 'Ten Point Plan on spending the pupil premium (2015)', TS Council.org -' Guidance</p>	1, 2 and 5

all EBACC subjects will be coordinated and delivered.	on conducting pupil premium reviews'	
As demonstrated by our NGRT results, to tackle the reading deficit that many of our DP pupils experience, we will recruit a specialist to work with targeted cohorts in order to increase their literacy skills through reciprocal reading, enabling them to access all areas of our curriculum.	READING AND COMPREHENSION STRATEGIES - EEF TOOLKIT +6 Ofsted Publication - 'How schools are spending the funding successfully' (2013)	1, 2 and 5
To further support the progress and attainment of DP pupils across all their subject areas, we will deliver targeted KS3 and KS4 holiday intervention sessions that focus on closing gaps in pupils' knowledge.	SUMMER SCHOOLS - EEF TOOLKIT + 3 READING AND COMPREHENSION STRATEGIES - EEF TOOLKIT +6 DFE - 'Supporting the attainment of disadvantaged pupils'	1,2,3,4, and 5

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

Budgeted cost: £102, 580

Activity	Evidence that supports this approach	Challenge number(s) addressed
To improve parental engagement of DP and those most vulnerable, we will recruit a Learning Coach to support DP and their families and those pupils most vulnerable. We recognise that a small number of DP present very challenging behaviour. As a result we	PARENTAL ENGAGEMENT - EEF TOOLKIT +4 DFE - 'Supporting the attainment of disadvantaged pupils' ONE TO ONE TUITION - 'SMALL - EEF TOOLKIT +5	3 and 4

will recruit an educational psychologist and a SALT for the equivalent of 1 day per week to identify, advise, support and assess those DP who are finding it difficult to cope with the demands of mainstream.		
In response to identified increased MHWB and SEL concerns of our pupils, we will recruit a full time counsellor to work with identified pupils in order to support them during their journey at SJP.	<p>'MENTORING' - EEF TOOLKIT +2</p> <p>'SOCIAL AND EMOTIONAL LEARNING' - EEF TOOLKIT +4</p> <p>Marc Rowlands- 'What should I spend my pupil premium on?</p>	3 and 4
Because the attendance of DP is not in line with non disadvantaged peers, an attendance officer will work with our harder to reach families in order to support overcoming the barriers to being in school regularly.	'MENTORING' - EEF TOOLKIT +2	4
Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified as a result of pandemic and our ever changing society, we have therefore retained the additional academic and pastoral support: Learning Coach and Chaplain to support our	<p>MENTORING - EEF TOOLKIT +2</p> <p>SOCIAL AND EMOTIONAL LEARNING - EEF TOOLKIT +4</p>	1,2,3,4 and 5

DP pupils and their families.		
We know that good behaviour is a key ingredient for pupils to progress well in our college. We will continue to develop our trauma informed, attachment aware approach to managing behaviour and fostering positive attitudes to learning by providing bespoke CPD to staff on the engagement of DP in the classroom	BEHAVIOUR INTERVENTIONS - EEF TOOLKIT +4 METACOGNITION AND SELF REGULATION - EEF TOOLKIT +7 Marc Rowlands - 'The pupil premium', Paul Dix- 'When the Adults Change' & 'After the Adults Change'	1,2,3,4 and 5

Total budgeted cost £422,580

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.

Teaching

CPD

All teaching staff attended regular CPD sessions which prepared for remote learning and then supported teachers throughout the lockdown to ensure a Quality First consistent approach to teaching and learning across the college. Bespoke CPD delivered to individuals and departments to ensure that the demands of online teaching and learning were met. Teaching Assistants and teaching staff were able to access free, online courses specifically dealing with adverse childhood experiences, trauma and supporting students with an additional SEND. During the lockdown we also facilitated weekly drop-in sessions to support staff working at home and share best practice.

Two members of staff successfully completed the NPQML and 3 completed their NPQSL. NQTs and RQTs had 12 bespoke CPD sessions throughout the year, and these continued online during the lockdown. Five Senior and Middle Leaders completed the Evidence Education Based Assessment Essentials Programme and the Science of Learning Programme.

Remote learning.

The school enabled all DP to access not only on-line learning but also live video lessons through Google Classroom. Training was provided to teachers and students on the use of remote learning technology – over 86% of the scheduled timetable was provided as a live video lesson from January 2021 onwards.

Engagement and attendance to online learning.

SJP - Synchronous Lessons							
	WE 15/1	WE 22/1	WE 29/1	WE 5/2	WE12/2	WE 26/2	WE 5/3
Number of synchronous lessons over 30 min	683	1127	1050	1190	1237	1357	1317
% of synchronous lessons over 30 min compared to timetable	35%	58.40%	54.40%	67.20%	65.24%	70.71%	68.63%
Number of synchronous lessons over 10 min	1151	1618	1574	1660	1894	1822	1850
% of synchronous lessons over 10 min compared to timetable	52%	83.80%	81.55%	93.79%	99.89%	94.95%	96.40%
	Review Day in this week- so one day fewer of live lessons to allow for parent teacher meetings.		Review Day in this week- so one day fewer of live lessons to allow for parent teacher meetings.				

Below are the percentage attendance figures to lessons for the same period, for each year group.

SJP														
	WE 15/1	DP	WE 22/1	DP	WE 29/1	DP	WE 5/2	DP	WE 12/2	DP	WE 26/2	DP	WE 5/3	DP
Y7	79.4	63	83	76	85	76	89	79	89	79	89	81	86	81
Y8	71.8	58	80	72	85	72	84	72	83	72	81	70	78	69
Y9	71.8	56	79	69	77	69	77	67	77	71	83	77	75	72
Y10	56	42	79	67	86	81	87	79	87	82	86	81	83	79
Y11	72.6	61	74	65	76	65	77	69	78	69	83	74	75	72
Y12	87.6	74	91	87	92	87	92	92	92	95	92	92	92	92
Y13	81.4	72	90	90	92	90	90	90	92	92	92	92	93	93
Average	74.37	60.86	82.28	75.14	84.71	77.14	85.14	78.29	85.43	79.57	87.00	81.00	93.14	79.71
% Change from previous week			7.91	14.29	2.43	2.00	0.43	1.14	0.29	1.29	1.57	1.43	-3.86	-1.29

Every pupil in receipt of PP who requested a device was given one as a priority.

88.9 % of loans of devices reported that the device was either used a lot or all of the time 88.9% of respondents agreed that the devices loaned were very useful in helping their child join in with remote learning.

Achievement of students in the Pupil Premium cohort at KS4

Please note this data is based on the Teacher Assessed Grades that the school produced and were moderated within the school, through the Trust and ratified by the exam boards and Ofqual. On a number of the key progress and attainment measures our PP cohort improved in line with the 2020 cohort. The progress 8 outcome for our Y11 PP students this year was +0.141. This was a large improvement from +0.087 for the 2020 cohort.

Targeted Support

Targeted intervention.

The college opted to use its own teachers to deliver targeted intervention sessions. Targeted intervention was delivered across all subject areas, with intervention group sizes being no greater than 4. Over 250 sessions were delivered, impacting students in Yr 7, 10 and 11. Students benefited from a block of intervention that lasted six weeks or more. Intervention groups were targeted

based on on-going teacher assessments, CATS scores and in Yr11, trial examination data from the summer of Yr10.

Whole School Strategies

Our learning coaches, chaplain, ECM and attendance officer were employed to support students, particularly through COVID-19 lockdown and return. Attendance of PP students was monitored extensively by the school's attendance officer, with safe and welfare home visits taking place during lockdown. This ensured that the school was fully aware of the situation of our vulnerable students. The attendance of PP was 94.2% compared to 96.4% for non DP.

Educational Play Therapist Sessions.

On returning to school following the second lockdown, a select cohort of DP were given the opportunity to work with an Educational Play Therapist. These students were vulnerable pupils, who were at risk of exclusion.

The rationale of the programme focused on the core belief that if vulnerable students received therapeutic interventions, then emotional wellbeing and self-regulation will improve. This in-turn would then lead to students becoming more confident and resilient, that the number of lessons attended for these students would increase, that emotional regulation of the students would improve and in addition, they would have more sense of self-efficacy. In terms of relationships with peers and staff, these would improve and become healthy and trusting.

It was acknowledged that the therapeutic interventions would not be a 'quick fix' for the students taking part, the therapeutic approach is at a deeper level with the aim of making more significant and powerful changes possible for the pupils. The intense nature of the play therapy often meant that behaviour and attitudes worsened, rather than improved. Students needed to engage in the programme, including support from parents and carers. Given that the strategy is still in its infancy, coupled with both the vulnerability of the students taking and other outside factors, the impact of the therapeutic intervention has been hard to measure. Additional SDQs have been completed by teaching staff and families of students participating and these will continue to be reviewed.

SJP is committed to therapeutic interventions and the strategy has also been expanded to support a CLA cohort of 5 students.

Easter & Summer SJP Holiday Activity Camp for PP students, funding supplemented through Pupil Premium.

During the Easter Holidays 2021, we ran a Summer Club in conjunction with HAF programme where we were able to offer 55 places to our FSM/PP students. 54

Year 7 and 8 FSM/PP students took part in a range of activities based around this national HAF programme. The Easter Club provided opportunities for students to get to know one another, make new friends and learn about the importance of a balanced, healthy lifestyle.

We ran the same programme during Summer 2021 with 30 places students. This programme enabled some of our most vulnerable students to transition into secondary school as it provided a small group setting for them to become familiar with the school building and their new school friends who were joining our community from the different primary schools. In total 28 FSM/PP students participated in this opportunity.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Further information (optional)

In the academic year of 2020-2021, SJP placed pupil premium recipients at the heart of everything they did, recognising that this group of young people and their families were most adversely affected by the pandemic. We coordinated: Holiday Activity Clubs (HAF Funding) - SJP applied for a grant each term to run holiday activity camps (Winter, Spring, Summer holiday clubs) to support PP recipients and their families. Holiday Activity clubs focus on FSM children, providing them with a hot meal each day and on site activities that enrich their holiday experience.

DFE Summer School - SJP access funding from the DFE to run a 1 week Summer School that involved all new Yr7 beginners. The focus was on literacy, numeracy and SEL. The camp promoted a smooth transition into secondary school life.

Food Hampers - SJP provided holiday food hampers on a daily basis to some of our vulnerable families.