

Pupil premium strategy statement

This statement details our school's use of pupil premium 2024-2025 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 (part B to be completed September 2025).

School overview

| Detail | Data |
|---|--------------------------------------|
| School name | St John Plessington Catholic College |
| Number of pupils in school | 1579 |
| Proportion (%) of pupil premium eligible pupils | 33.9% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2024-2025 2025-2026 2026-2027 |
| Date this statement was published | September 2024 |
| Date on which it will be reviewed | September 2025 |
| Statement authorised by | Mr P McLoughlin |

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| Pupil premium lead | Mr J McFadden |
| Governor / Trustee lead | Mrs J Tuite |

Funding overview

| Detail | Amount |
|--|----------|
| Pupil premium funding allocation this academic year | £484,050 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| <p>Total budget for this academic year</p> <p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p> | £484,050 |

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 | <p>NGRT, single word assessment and CAT testing in each year group has indicated that:</p> <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><i>Our challenge is to overcome this reading deficit in order to improve the outcomes and progress of DP across the subject range.</i></p> |
| 2 | <p>Outcomes in English and Maths are below National Average. <i>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.</i></p> |
| 3 | <p><i>Our challenge is to support our disadvantaged pupils who have experienced MHWB / SEL concerns We also must ensure that DP students are offered opportunities to take part in wider enrichment/extracurricular opportunities.</i></p> |
| 4 | <p><i>Close the attendance gap between DP and Non DP pupils. Many of our DP students face additional barriers to attending school and accessing the curriculum and learning.</i></p> |

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| 5 | 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. <i>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.</i> |
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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 |
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| Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on EBacc subjects. | <p>By the end of our current plan in 2026/2027, KS4 outcomes demonstrate that disadvantaged pupils achieve an APS of 4 and that more disadvantaged pupils enter the English Baccalaureate (EBacc).</p> <p>All DP students are at the expected curriculum related reading level as they progress through the school.</p> <p>Quality first teaching in all classrooms, taking into account principles of effective classroom practice (COGs) based on Rosenshine's principles of instruction. 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> |

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| <p>As shown on FFT/Sisra Analytics pupils achieving English and Maths 4+ & 5+ scores are in line with similar schools.</p> | <p>By the end of our current plan in 2026/27, KS4 outcomes demonstrate that more disadvantaged pupils achieve an average English and Maths grade of a 4+.</p> <p>Quality First Teaching in all classrooms, taking into account principles of effective classroom practice. The QA process identifies that DP make progress in line with their non disadvantaged peers.</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>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 2026/27 demonstrated by qualitative data from student voice, student and parent surveys and teacher observations.</p> <p>By the end of the current plan in 2026/27, 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> |

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| | <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 2026/27 demonstrated by the overall attendance rate for all DP in line with their non disadvantaged peers.</p> <p>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</p> <p>Reduction in external exclusions and part time timetables to reduce absence.</p> |
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Activity in this academic year

This details how we intend to spend our pupil premium **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 |
|---|---|-------------------------------|
| <p>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.</p> <p>Non negotiables from the COGs handbook drive the QA of good classroom practice embedding effective formative assessment techniques. This will be supported by CPD from the EFA programme (Year 2) as well as bespoke PLS sessions and SDT and SDD days of training on T&L.</p> | <p>READING AND COMPREHENSION STRATEGIES - EEF TOOLKIT +6</p> <p>FEEDBACK - EEF TOOLKIT +6</p> <p>Marc Rowlands- 'What should I spend my pupil premium on?'</p> | <p>1 , 2 and 5</p> |
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| <p>CPD for teaching and non teaching staff, focusing on an approach to the effective deployment of TAs to support learning and behaviour.</p> | <p>METACOGNITION AND SELF REGULATION - EEF TOOLKIT +7</p> <p>ORAL LANGUAGE INTERVENTION - EFF TOOLKIT +6</p> <p>TEACHING ASSISTANTS INTERVENTION - EEF TOOLKIT +4</p> <p>Marc Rowlands - 'Addressing educational disadvantage'.</p> <p>Maximising the Impact of Teaching Assistants MITA (maximisingtas.co.uk)</p> | <p>1,2,3 and 5</p> |

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| <p>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> | <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> | <p>1,2, and 5</p> |
| <p>As demonstrated by our NGRT/ single word assessment results, to tackle the reading deficit that many of our DP pupils experience, we will recruit a 'Learning Resource manager' 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> | <p>READING AND COMPREHENSION STRATEGIES - EEF TOOLKIT +6</p> <p>Ofsted Publication - ' How schools are spending the funding successfully' (2013)</p> | <p>1, 2 and 5.</p> |

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 |
|---|---|-------------------------------|
| <p>To raise attainment of DP pupils across the curriculum, small group intervention sessions which are targeted and short term which EEF guidance suggests has the most impact.</p> | <p>SMALL GROUP TUITION - EEF TOOLKIT +4</p> <p>Blogs- 'Ten Point Plan on spending the pupil premium (2015)', TS</p> | <p>1,2 and 5.</p> |

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| | Council.org - ' Guidance on conducting pupil premium reviews' | |
| As demonstrated by our NGRT/single word assessment results, to tackle the reading deficit that many of our DP pupils experience, we fund 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 KS4 holiday intervention sessions that focus on closing gaps in pupils' knowledge. We will also ensure that all Y11 students have access to their own high quality revision guides to support independent revision at home. | 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: £164,050

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>To improve parental engagement of DP and those most vulnerable, we will continue to deploy our Learning Coaches to support our most vulnerable students and their families.</p> | <p>PARENTAL ENGAGEMENT - EEF TOOLKIT +4</p> <p>DFE - 'Supporting the attainment of disadvantaged pupils'</p> | <p>3 and 4.</p> |
| <p>We recognise that a small number of DP present very challenging behaviour. As a result we will fund sessions with a SALT and counsellors to identify, advise, support and assess those DP who are finding it difficult to cope with the demands of mainstream.</p> | <p>ONE TO ONE TUITION - 'SMALL - EEF TOOLKIT +5</p> | <p>3 and 4.</p> |
| <p>In response to identified increased MHWB and SEL concerns of our pupils, we fund counsellors in school to work with identified pupils in order to support them during their journey at SJP.</p> | <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> | <p>3 and 4.</p> |
| <p>Because the attendance of DP is not in line with non disadvantaged peers, a newly formed</p> | <p>'MENTORING' - EEF TOOLKIT +2</p> | <p>4.</p> |

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| <p>attendance hub will work with our harder to reach families in order to support overcoming the barriers to being in school regularly. This will include family support, additional support towards food costs in school and travel to school.</p> | | |
| <p>We know that good behaviour is a key ingredient for pupils to progress well in our college. We will continue to develop our relational practice approach to managing behaviour and fostering positive attitudes to learning by providing bespoke CPD based on 'Relational Practice' to staff on the engagement of DP in the classroom</p> | <p>BEHAVIOUR INTERVENTIONS - EEF TOOLKIT +4</p> <p>METACOGNITION AND SELF REGULATION - EEF TOOLKIT +7</p> <p>Marc Rowlands - 'The pupil premium',</p> <p>Restorative Practice - Mark Finnis</p> | <p>1,2,3,4 and 5</p> |
| <p>To continue to allow access to extra curricular opportunities we will have a hardship fund that students can apply for to fund or partially fund the cost of trips and other extracurricular activities such a music/sports lessons.</p> | | |

Total budgeted cost: £484,050

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 2024 to 2025 academic year.

Teaching

CPD

A robust programme of Continued Professional Development was in place for all teachers, developed to target the areas outlined in our College Improvement Plan. Non-teaching staff were also included in relevant CPD sessions which targeted supporting students with SEND in the classroom and the effective deployment of TAs in the classroom. Teaching staff took part in the Embedding Formative Assessment programme (year 1 of 2) which consisted of staff delivering sessions in small groups participants taking part in peer observations which allowed for them to support pairs on delivery of key elements of EFA. Staff training on our COGS (creating opportunities for great success) including our non negotiables such as disciplinary literacy was delivered and will be a continued focus in the coming academic year. The efficacy of our CPD programme was monitored through our QA cycle which consisted of Lesson Visits, Learning Walks, Learning Walks (from external bodies), Work Sampling, Student Voice and Staff Voice. There was also an independent review of the implementation of EFA in the classroom from SSAT which found that EFA strategies were being effectively implemented in a number of classrooms with the target to ensure that this was being rolled out whole school with a particular focus on new staff.

Achievement of students in the Pupil Premium cohort at KS4

| Disadvantaged Pupils | P8 | English P8 | Maths P8 | EBACC P8 | OPEN P8 | BASIC S 9-5 (%) | BASICS 9-4 (%) | Narrative |
|----------------------------------|-------|------------|----------|----------|---------|-----------------|----------------|--|
| Disadvantaged Pupils | P8 | English P8 | Maths P8 | EBACC P8 | OPEN P8 | BASIC S 9-5 (%) | BASICS 9-4 (%) | Improvements <ul style="list-style-type: none"> Overall P8 has improved by 0.20 English p8 has improved by 0.55 Maths p8 has improved by 0.60 EBACC P8 has improved by 0.50 Open P8 has improved by 0.42 Number of pupils achieving 5+ in english and maths has increased by 1.7% |
| 2018 Outcomes ¹ | 0.07 | -0.32 | -0.34 | -0.32 | 0.98 | 22.5 | 42.5 | |
| 2019 Outcomes ² | -0.10 | -0.38 | -0.64 | -0.52 | 0.86 | 16.2 | 40.5 | |
| 2020 Outcomes (CAG) ³ | NEP | NEP | NEP | NEP | NEP | 38.6 | 55.4 | |

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| 2021 Outcomes (TAG) ⁴ | NEP | NEP | NEP | NEP | NEP | 16.9 | 50.8 | Areas for development/Actions <ul style="list-style-type: none"> • Number of pupils achieving a 4+ in English and maths has decreased by 5.4% • Although the gap between disadvantaged and non has reduced there is still a significant amount of work to do to close this gap. |
| 2022 GCSE published Outcomes | -0.60 | -0.99 | -0.72 | -0.91 | -0.08 | 24.6 | 42.0 | |
| 2023 GCSE Outcomes | -1.14 | -1.53 | -1.53 | -1.67 | -1.13 | 13.2 | 32.4 | |
| 2024 Outcomes (based on collaboration Data) | -0.94 | -0.98 | -0.93 | -1.17 | -0.71 | 14.9 | 27 | |

There has been an overall increase in P8 of PP students by 0.2. English has increased by 0.55 and maths by 0.6. EBACC P8 has increased by 0.5 and open bucket by 0.42.

The overall percentage of Y11 achieving 5+ in EnMa has increased by 1.7%. This is showing that CPD and reading intervention strategies are having an impact.

However the percentage of PP students achieving 4+ in EnMa has decreased by 5.4%. This needs to be a particular focus moving forward given the increased focus on attainment with the lack of KS2 data to measure progress as accurately as previous years.

Also while we have made improvements there is still a significant gap between PP and non PP so we have work to do to close that gap with our next 3 year strategy.

Targeted Support

Targeted intervention.

To support the progress of PP students SJP accessed recovery premium to support classroom teachers to deliver targeted small group intervention sessions to improve pupil progress Teachers delivered 5,238 hours throughout the year across various Ebacc subjects, resulting in 364 pupils impacted of which 43% were pupil premium. Throughout the year, quality first teaching was complimented by a strategic and robust intervention strategy, accessing current SJP staff to deliver intense intervention sessions that PP students attended.

In addition to these sessions, SJP ran school holiday intervention sessions throughout the year. Students from across different year groups were targeted to attend intense intervention sessions to support their progress in relevant curriculum areas. Throughout the year, a total of 243 hrs were delivered, impacting over 413 students of which 135 were PP students.

In addition to this we secured 2 maths and 1 science tutor who worked with small groups from Y7-Y11. They delivered over 2,295 hours of tuition to 398 students of which 40% were pupil premium.

To support the newest members of our College community, those students making the transition into year 7 were invited to attend a week-long summer school. The aim of the summer school was to deliver a week experience with a blend of academic education and enrichment activities. 42% of those students that attended the 2023 transition summer school were disadvantaged students.

The EEF's research into summer schools found that summer schools have a positive impact for those students that attend summer school, on average (three months' additional progress) compared to similar pupils who do not attend a summer school.

Throughout summer school, there was a focus on maths skills and reading with every student attending the summer school participating in daily guided reading sessions. Each student was given a book to read as part of the summer school programme. In addition to literacy and numeracy, enrichment and engagement activities such as arts and sports activities featured heavily on the summer school programme. These enrichment activities were an important component for maintaining engagement and attendance in the summer school.

The wider impact of summer school 2024 is still being monitored and we are currently collecting stakeholder voice from the programme.

Whole School Strategies

Educational Play Therapist (Laura Kirkham) Sessions.

A selected cohort of students attended one-to-one therapy sessions to provide emotional support following different challenges they have faced in their lives. The sessions aim to build a therapeutic alliance between the student and therapist so that, in time, emotional difficulties can be explored and alleviated, resulting in a positive impact on the student's behaviour, self-esteem, quality of relationships, and engagement in lessons.

The early experiences of the child will impact on the amount of sessions recommended, with a minimum of 15 required for any student. Where there have been a significant number of Adverse Childhood Experiences, it was recognised that long-term work was going to be of more benefit.

During the 2022-2023 academic year, there were two principal cohorts attending creative arts therapy. In the first cohort, CLA students engaged in sessions with the play therapist. Over the academic year, 42% of the students attending play therapy sessions were CLA students. In the other cohort of students attending play therapy sessions, 90% of these students were PP, with one student non PP.

The ability to measure the impact of this therapy as a cohort is a challenge. Focusing on those students that have engaged well with therapy sessions, shows that, on the whole, the creative arts therapy contributed to improvements in resilience, pro-social behaviours, self-esteem, social and emotional wellbeing and concerns with behaviour. It is

acknowledged however, that this kind of therapy does not hold a “quick-fix” approach, the work carried out by the creative arts therapist is at a deeper level with the aim of making more significant and powerful changes possible for the students.

In addition to the impact of the creative arts therapy sessions, it has been recognised that it is of paramount importance that school staff understand the impact of trauma on pupils. Staff have attended CPD sessions on trauma informed practice and understand how trauma shapes the brain and changes abilities such as impulse control and emotional regulation.

Attendance

Attendance continues to be a challenge for our PP cohort.

Y7 - 88.7%

Y8 - 84.9%

Y9 - 80.0%

Y10 - 77.4%

Y11 - 72.2%

Comparison with 2023 figures show marginal gains in Y7 and 8 but slight dips in Y9 and Y11. Increased numbers of refugee students and those with EAL and new to the country would suggest that some EAL funds need to be redirected to support with attendance such as transport costs/uniforms etc.

Case studies and a continued focus on some of our most difficult to reach PP families has had some success with the home liaison officer and year team working closely to support a number of siblings in improving attendance.