

Pupil Premium Strategy Statement – Saint John Houghton Catholic Voluntary Academy

This statement details our school's use of pupil premium (and recovery 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
Number of pupils in school	694
Proportion (%) of pupil premium eligible pupils	27.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023-2026
Date this statement was published	21 st December 2023
Date on which it will be reviewed	31 st October 2024
Statement authorised by	S. Brogan
Pupil premium lead	K. McDermott
Governor / Trustee lead	S. Long

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 163000
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 163000

Part A: Pupil premium strategy plan

Statement of intent

At Saint John Houghton we want to ensure that all students can succeed at school, both in terms of their personal development and their academic progress, including those children in receipt of the pupil premium grant. Whilst our disadvantaged pupils do make more progress than others nationally, there is still a gap when compared to their peers, and this gap is higher when our disadvantaged students also have additional learning needs. Whilst socio-economic disadvantage is not the only challenge faced by our pupils, we do see differences for the outcomes of our disadvantaged pupils, particularly in respect to

- *Academic progress*
- *Progression to further education*
- *Participation in the wider life of the school*

*Our pupil premium strategy focuses on providing quality first teaching to **all** students by providing impactful CPD to complement a well sequenced and coherent curriculum with a rigorous system for monitoring students' understanding and learning. Appropriate interventions are planned and implemented when needed – both to address the gaps in learning, but also to support students with SEMH, literacy or other barriers which are preventing them from succeeding in school. Ensuring the attendance of disadvantaged continues to improve will remain a priority, particularly for those students who also have additional learning needs.*

*Our strategy will focus on the individual **needs** of each student, not the label, whether that be academic intervention, SEMH mentoring, literacy support or to counteract the impact of deprivation*

Challenges

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

Challenge number	Detail of challenge
1	Students with poor literacy skills, particularly those with SEN are struggling to access the curriculum, and this is limiting their success in all subjects
2	Low self-efficacy and SEMH challenges are limiting students' ability to learn and limiting their aspirations
3	Lost learning time due to poor behaviour
4	Poor attendance – attendance can be impacted by SEN, SEMH issues and deprivation
5	Limited parental engagement with school

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
All students have an appropriate level of literacy to allow them to access the curriculum.	Reading ages of all students in line with their chronological age (as a minimum).
Curriculum design and approaches to teaching & learning are more accessible to disadvantaged learners. The curriculum is broad, builds confidence, builds cultural capital, and reflects local context	Data at KS4 demonstrating that the attainment of disadvantaged students continues to improve and the gap with their peers is reduced. Data at KS3 shows the proportion of students showing a strong or good understanding of the curriculum is in-line with non-disadvantaged learners. Increase of the proportion of students studying the English Baccalaureate at KS4. Increase the proportion of students progressing to level 3 education or training. Lesson observations and work scrutiny show limited differences in the learning and work of disadvantaged students. Students can articulate their learning and how they can improve further.
Reduction in the loss of learning time for students – both because of low-level disruption and exclusions (when students are removed from lessons for a period of time)	Fewer behaviour events and fixed term exclusions for disadvantaged students. Reduction in the number of sanctions for 'low level' disruption. Successful implementation of the Attachment Aware Schools research project.
Attendance issues/risks are identified early and acted upon immediately to improve the attendance of disadvantaged students, particularly those who also have SEN.	Attendance of PP students is in line with national averages · The gap between PP and Non-PP attendance continues to reduce
Increased engagement between parents of disadvantaged students and school	Increase in proportion of parents attending parents' information evenings (parent consultation, options evening, revision evenings etc)

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: £41300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Curriculum is designed to be accessible for and raise the outcomes for disadvantaged learners</p> <p>This will be achieved through; <i>A consistent and unified approach to planning.</i> <i>Specific, departmental action plans to improve outcomes for disadvantaged learners</i></p>	<p>EEF subject guidance reports and T&L toolkit</p> <p>EEF – High quality teaching</p> <p>EEF – Adapting the curriculum</p>	2
<p>High quality teacher and TA CPD to support Quality First Teaching</p> <p>This will be achieved through; <i>Subscription to National College</i> <i>INSET days</i> <i>Effective and focussed CPD on developing T&L strategies</i> <i>ITT and ECT programme</i> <i>NPQ completion</i></p>	<p>NPQLTD framework</p> <p>National college</p> <p>ECF from DfE</p>	2
<p>Quality first teaching to ensure all students learn effectively in lessons and develop self-efficacy.</p> <p>This will be achieved through: <i>The 6 Teaching and Learning Priorities embedded and developed across the school to provide a consistent approach to learning in all subject areas.</i> <i>Adapted T&L guidance to support disadvantaged students</i> <i>All lessons observations and work scrutiny will take place through a 'pupil premium lens'</i> <i>Subject specialist allocated to teach in over 95% of lessons</i> <i>Smaller Maths groups in Year 9.</i> <i>Resources and equipment provided for disadvantaged students to enable access to the full curriculum</i></p>	<p>EEF – Teacher feedback to improve learning</p> <p>Research schools network: Retrieval practise</p> <p>EEF – High quality teaching</p> <p>Learning scientists and Sutton Trust</p> <p>Teaching Walkthrus in Education</p> <p>GCSE outcomes in maths</p>	2

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

Budgeted cost: £60000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increase the reading ages and literacy skills for our disadvantaged students, particularly those with additional learning needs</p> <p>This will be achieved through;</p> <p>Switch-on reading intervention</p> <p>Lexia</p> <p>Additional English group in Year 7 to support additional literacy lessons with SENCO</p>	<p>EEF – Switch on reading</p> <p>EEF - Lexia</p> <p>EEF – Improving standards in literacy</p>	1
<p>Disadvantaged students continue to 'close the gap' in progress – English, Maths and MFL</p> <p>This will be achieved through;</p> <p>Small group intervention sessions in school</p> <p>Additional, targeted intervention sessions after school</p> <p>One-to-one maths intervention sessions for targeted disadvantaged students</p>	<p>EEF Teacher Toolkit – Small group tuition</p> <p>EEF Teacher Toolkit – One-to-one tuition</p>	2
<p>All students study an appropriately challenging curriculum. Lower ability students study a vocational qualification,</p> <p>This will be achieved through;</p> <p>Alternative curriculum following vocational/life skills (ASDAN)</p> <p>Enhanced options support for disadvantaged students to ensure aspirational subject selection at KS4</p> <p>Alternative provision for students when needed</p>	<p>Deployment of TAs in schools – Research report</p> <p>EEF – Use of internal alternative provision</p> <p>DfE – The Ebacc</p>	2

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

Budgeted cost: £61700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reduction in 'lost learning time' for disadvantaged students</p> <p>This will be achieved through:</p> <p>THRIVE interventions for students at risk of FTEs</p> <p>One-to-one emotional literacy mentoring sessions</p> <p>Additional Year Leader in post to drive a reduction in low-level disruption</p> <p>Behaviour manager to mentor students most at risk of exclusion</p> <p>PP mentor to support students with low self-esteem and poor engagement at school</p> <p>Completion of NPQ in leading behaviour and culture</p> <p>Embed and develop practices as an 'Attachment Aware' school</p>	<p>EEF – Social and emotional learning</p> <p>EEF – Improving behaviour in schools</p> <p>NPQLBC framework</p> <p>Attachment Aware schools</p>	3
<p>Continue to 'close the gap' in attendance between disadvantaged and non-disadvantaged students</p> <p>This will be achieved through;</p> <p>Attendance officer to work with disadvantaged students with persistent levels of non-attendance</p> <p>Family support worker role developed to support the families of students at risk of not-attending</p>	<p>EEF – Attendance Interventions (rapid evidence assessment)</p>	3&4
<p>Improve the proportion of disadvantaged parents attending parent's consultation evenings</p> <p>This will be achieved through;</p> <p>Additional training and support for parents to book and attend parent's evenings</p> <p>Accelerated progress evening to support parents in Year 11 (revision strategies)</p>	<p>EEF – Parental engagement</p>	5

Total budgeted cost: £163000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Teaching Priorities:

Quality first teaching to ensure all students learn effectively in lessons and develop self-efficacy.

Attainment and progress data: P8 gap of -0.34 vs -0.74 nationally. This is a reduction on the gap from the previous academic year which was -0.55 .

Work scrutiny shows an improvement in presentation and consistent adoption of the T&L strategies

Curriculum design - The curriculum is designed to meet the needs of disadvantaged children, is appropriately differentiated, and provides access to cultural capital and a wide range of experiences

There are some subject areas which are showing improvements in the proportion of students achieving strong/good in learning reviews. This varies between subjects and year groups.

The progress made by PP students across all pillars of the Ebacc improved; English -0.42 (-0.62), Maths -0.08 (-0.11), Ebacc -0.46 (-0.67), Open -0.45 (-0.9)

The proportion of disadvantaged students entered for the Ebacc (35%) was in line with the proportion of non-disadvantaged students in the LA (34%), and the proportion of students achieving Ebacc at 4+ and 5+ was also inline too.

A new qualification for the students following the alternative curriculum is being introduced and it is too early to measure the impact of this.

High quality Teacher & TA CPD supports Quality First Teaching

Bespoke ITT sessions created by expert staff in school ensure effective ITT provision.

ECT Framework supported by external provision.

National College used to support effective, personalised development as advised and evidenced on learning walk visits.

Targeted Academic Support

Successful and effective transition between and KS2 and 3, KS3 and 4 and to post-16 education

Enhanced options support has been effective in ensuring that students are selecting appropriate and aspirational option choices. Students who may need additional financial resources and support are identified early and given the support needed.

Progress of Year 11 tutor group was -1.16 . Attendance for most students was below 80%. This was not effective and will not be continued.

PP students continue to close the gap in progress and perform in line with national figures

Small group intervention sessions were effective when delivered by school staff. PP gap in French was $+0.33$, in Maths -0.14 and -0.15 in geography.

Small group sessions were unable to run in Physics due to persistent issues in staffing.

LiT programme has been replaced by 'Switch-On' and early data shows that students are making rapid progress in improving reading ages.

Wider Strategies

Personal/character development – students are prepared for life in today’s society

PSHE co-ordinator is new in role. There is a new curriculum which is currently in its first year of implementation. As such it is currently difficult to measure impact.

Enhanced support for work experience ensured the proportion of students able to access a work placement was in-line with non-PP students (approximately 90%)

PP students are supported pastorally; behaviour incidences reduce and attendance is aligned with national averages

The gap in attendance between PP and non-PP is reducing compared to last year and higher than nationally in Year 7, 8, 10 and 11. This difference is greatest in Year 11 where PP attendance in Year 11 was 8.4% higher than nationally.

12% of suspensions were for PP only students, and 29% for students with PP and SEN. These were both lower than the previous academic year.

Increase the proportion of PP students accessing extra-curricular activities

Participation in extra-curricular activities is increasing but there is still limited variety to the activities offered.

Transport is a barrier to some students attending afterschool clubs and there are limited options offered during the school day.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Switch On Reading	Nottinghamshire County Council
LiT	Hackney Learning Trust