

Pupil premium strategy statement – Saint John Houghton catholic Voluntary Academy

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
Number of pupils in school	682
Proportion (%) of pupil premium eligible pupils	27.1%
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	13 th December 2024
Date on which it will be reviewed	31 st October 2025
Statement authorised by	S. Brogan
Pupil premium lead	K. McDermott
Governor / Trustee lead	C. Gabriel

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£198180
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£198180

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	Assessments, observations, and data for KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects. On entry to year 7 in the last 3 years, between 20% of our disadvantaged pupils arrive below age-related expectations compared to 14% of their peers. This gap persists during pupils' time at our school, with a gap of approximately 18% by the end of Year 9 (in both English and Maths) and a further gap of 23% at the end of Year 11 (measured by the proportion of students achieving a grade 4+ in Maths and English)
2	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support remain relatively high. 64 pupils (41 of whom are disadvantaged) currently require additional support with social and emotional needs.
3	Our exclusions data show that pupil premium students are receiving a disproportionately high number of exclusions in comparison to non-pupil

	premium students. During the last 3 years, students eligible for the pupil premium have been excluded for a total of 206.5 days (this accounts for 49% of all exclusions – despite only accounting for between 25-27% of the school population during that time). Internal exclusion data indicates that 18% of pupil premium students have received a minimum of 1-day internal exclusion, in comparison to just 7% of pupils who are not in receipt of the pupil premium.
4	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 4-5% lower than for non-disadvantaged pupils. 36% of pupils that are 'persistently absent' are in receipt of the pupil premium (despite only accounting for between 25-28% of the school population during that period). Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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	By the end of our current plan in 2025/2026, 40% or more of disadvantaged pupils enter the English Baccalaureate (EBacc). In the last 3 years this figure was 21 – 37.5% (in comparison to 18 – 54.3% for non-disadvantaged students). 2025/2026 KS4 outcomes demonstrate that disadvantaged pupils achieve: <ul style="list-style-type: none"> • a progress 8 score greater than -0.1 • greater than 30% achieving the English Baccalaureate - with 9-4 passes • at least 40% passing GCSE maths at grade 5 or above • the gap of less than -0.4 in progress between disadvantaged and non-disadvantaged students
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 (PP students to account for less than 35% of all exclusions). By the end of the current plan in 2025/26, fewer than 10% of all pupil premium students to have received any internal exclusions. Successful implementation and accreditation in 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.	<p>Sustained high attendance by 2025/26 demonstrated by: -</p> <ul style="list-style-type: none"> the overall unauthorised absence rate for all pupils being no more than 7%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. the percentage of all pupils who are persistently absent being below 20% and the figure among disadvantaged pupils being no more than 5% higher than their peers.
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Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 65300

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;</p> <p><i>Each curriculum broken down into chunks of learning, sequenced well and allowing for frequent knowledge retrieval.</i></p> <p><i>Improved modelling and scaffolding for learning to support all learners to actively engage in challenging learning</i></p> <p><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. There will be a focus on developing effective questioning to check for understanding.</p> <p>This will be achieved through;</p> <p><i>Subscription to National College</i></p> <p><i>INSET days</i></p>	<p>NPQLTD framework</p> <p>National college</p> <p>ECF from DfE</p>	2

<p><i>Effective and focussed CPD on developing T&L strategies</i></p> <p><i>ITT and ECT programme</i></p>		
<p>Quality first teaching to ensure all students learn effectively in lessons and develop self-efficacy.</p> <p>This will be achieved through:</p> <p><i>The 6 Teaching and Learning Priorities (Knowledge retrieval, modelling, questioning, deeper thinking, deliberate practice, reteach) embedded and developed across the school to provide a consistent approach to learning in all subject areas. Adapted T&L guidance to support disadvantaged students</i></p> <p><i>All lessons observations and work scrutiny will take place through a 'pupil premium lens'</i></p> <p><i>Subject specialist allocated to teach in over 98% of lessons</i></p> <p><i>Completion of the Mastery in Mathematics training for the maths department</i></p> <p><i>Resources and equipment provided for disadvantaged students to enable access to the full curriculum</i></p> <p>Opportunities identified for students to take part in targeted, high-level sports coaching in after-school clubs</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>Mastery learning EEF</p> <p>Physical activity EEF</p>	2

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

Budgeted cost: £ 70000

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><i>Switch-on reading intervention</i></p> <p><i>Lexia</i></p>	<p>Teaching Assistant Interventions EEF</p> <p>EEF – Switch on reading</p> <p>EEF - Lexia</p> <p>(In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching):</p>	1

	EEF – Improving standards in literacy	
<p>Disadvantaged students continue to ‘close the gap’ in progress – English, Maths and MFL</p> <p>This will be achieved through;</p> <p><i>Small group intervention sessions in school informed by diagnostic assessments and targeted to needs</i></p> <p><i>One-to-one Science and Maths intervention sessions for targeted disadvantaged students</i></p>	<p>EEF Teacher Toolkit – Small group tuition</p> <p>EEF Teacher Toolkit – One-to-one tuition</p>	
<p>All students study an appropriately challenging curriculum. Lower attaining students study a vocational qualification, This will be achieved through;</p> <p><i>Alternative curriculum following vocational/life skills (ASDAN)</i></p> <p><i>Enhanced options support for disadvantaged students to ensure aspirational subject selection at KS4</i></p> <p><i>Alternative provision for students when needed</i></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: £ 62880

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><i>Dedicated weekly inclusion meetings with targeted SLT to identify strategies to support students most ‘at risk’ as indicated on the Student Context Calculator</i></p> <p><i>THRIVE interventions for students at risk of FTEs</i></p> <p><i>One-to-one emotional literacy mentoring sessions</i></p>	<p>The Disadvantage Calculator: Identifying... Derby Research School</p> <p>EEF – Social and emotional learning</p> <p>EEF – Improving behaviour in schools</p> <p>Attachment Aware schools</p>	3

<p><i>Behaviour manager and additional behaviour support assistants to mentor students most at risk of exclusion</i></p> <p><i>PP mentor to support students with low self-esteem and poor engagement at school</i></p> <p><i>Embed and develop practices as an 'Attachment Aware' school</i></p>		
<p>Continue to 'close the gap' in attendance between disadvantaged and non-disadvantaged students</p> <p>This will be achieved through;</p> <p><i>Attendance officer to work with disadvantaged students with persistent levels of non-attendance</i></p> <p><i>Family support worker role developed to support the families of students at risk of not-attending</i></p>	<p>Attendance interventions rapid evidence assessment EEF</p>	3&4
<p>Improve the proportion of disadvantaged parents attending parent's consultation evenings to support improved behaviour and attendance</p> <p>This will be achieved through;</p> <p><i>Additional training and support for parents to book and attend parent's evenings</i></p>	<p>Parental engagement EEF</p>	3&4

Total budgeted cost: £ 198180

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: Pupil Premium students achieved a P8 score of -0.24 (vs -0.37 in the previous academic year) – pupils made more progress this year in comparison to the previous academic year. The National data shows disadvantaged students had a progress 8 measure of -0.57, demonstrating that disadvantaged students at Saint John Houghton made more progress than those nationally. The gap between disadvantaged and non-disadvantaged students at Saint John Houghton was -0.57, compared to -0.73 nationally.

Subject specialists were timetabled to teach in over 95% of lessons and this will continue to be a priority, particularly for our disadvantaged students, moving into the next academic year. The PP gap was smallest in the Ebacc pillar (-0.11 vs 0.19) where staffing had been stable across most subject areas for the entire year. Despite the Maths pillar scoring most highly overall at +0.24, the progress of the disadvantaged students in maths was lowest at -0.33. Due to a significant level of staff absence in this subject area, and the subsequent need for agency cover, the progress of disadvantaged students was disproportionately affected. Moving forward, careful consideration of disadvantaged students and the impact of prolonged agency cover must be prioritised during long-term staff absences. For 2024-25, all maths lessons are being taught by subject specialists.

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

Now the new assessment framework has been embedded at KS3, data is suggesting that the gap in the percentage of students achieving a 'Strong/Good' in learning reviews begins to widen in Year 8. This will be a focus in the Pupil Premium Strategy for the next academic year.

The progress made by PP students across all the following progress buckets improved; English -0.28 (vs -0.42 in 2023 and -0.62 in 2022), Ebacc -0.1 (vs -0.46 in 2023 and -0.67 in 2022), Open -0.28 (vs -0.45 in 2023 and -0.9 in 2022)

100% of the students who were entered for Functional skills in English passed, in comparison with just 25% in Maths. This is a result of the successful implementation of the literacy interventions and Functional Skills English lessons delivered by qualified teaching staff. Next year the strategy will look at different programmes in maths that can be used to support our lowest attaining disadvantaged students – these students will be completing Entry Level maths alongside GCSE maths in their lessons to support with this.

The ASDAN programme was introduced at the start of this academic year – the programme was delivered by multiple teachers with limited experience teaching an alternative curriculum. To ensure the ASDAN programme is implemented as effectively as possible, these lessons will be delivered by the SENCO (with previous experience in the programme) from 2024.

High quality Teacher & TA CPD supports Quality First Teaching

Bespoke ITT sessions created by expert staff in school ensure effective ITT provision and ECT Framework supported by external provision.

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

Internal CPD focussed on developing the 6 T&L strategies has been effective at improving the implementation of both retrieval practice and questioning. Lesson walks indicate this has been embedded effectively.

Targeted Academic Support

Increase the reading ages and literacy skills for our disadvantaged students, particularly those with additional learning needs

These have been extremely effective at increasing the reading ages of students. Those who have successfully completed the 'Switch-On' reading programme (which lasts 10 weeks) saw increases in reading ages of between 3 and 12 months. This programme will continue next year.

Disadvantaged students continue to 'close the gap' in progress – English, Maths and MFL

Additional intervention sessions in MFL were successful in improving the outcomes in French (as indicated by SISRA early report data – the progress of the PP students was largely inline with the cohort; approx. -0.05 difference). The additional MFL intervention sessions will continue 2 x mornings a week.

English literature morning intervention sessions were effective for English Literature, with SISRA early report data suggesting a residual score of +0.08 in this area. These sessions will continue next year.

Due to ongoing staffing issues in Maths – there were no small group intervention sessions. Next year the department will run an afterschool session where students are able to get regular support from a qualified teacher. In addition, data analysis shows the progress specifically of girls in receipt of the Pupul Premium was significantly lower than that of the boys (SISRA early reports shows the progress of PP boys was +0.73, but for girls this figure was -0.82). Next year, we will look to introduce some additional support sessions for PP girls in maths.

All students study an appropriately challenging curriculum. Lower ability students study a vocational qualification,

Enhanced options support has been effective in ensuring that students are selecting appropriate and aspirational option choices (this is evidenced by 96% of students fully completing the GCSE subjects selected during the options process). Students who may need additional financial resources and support are identified early and given the support needed. This has the highest impact in Food and Nutrition (where SISRA early reports suggest that the residual value for PP students is 0.31). This will now be extended to ensure the students also get enhanced support with careers and post-16 options.

The SENCO will deliver all ASDAN sessions from Sept 2024 to ensure appropriate and aspirational life skills are taught to complement other interventions available in school.

Wider Strategies

Reduction in 'lost learning time' for disadvantaged students

Currently 20 students have completed 'Thrive' training. In the most successful cases, this has reduced the number of FTE for some of our students. This is not fully embedded yet and will continue next year.

The PP mentor has been very effective and student voice indicates that PP students really value this resource. Meetings with all new students to the school (who are in receipt of the PP) allow us to quickly put into place any additional support that may be needed. Students have worked with the PP mentor to overcome a variety of barriers, including resilience, self-confidence, and additional maths support when needed.

The school has completed the attachment aware training, and this forms a golden thread for all of our interactions with PP students, particularly those at risk of FTE, and alternative arrangements put into place when needed.

Mentoring of students by the behaviour manager was successful in limiting FTE for our most vulnerable PP students. Capacity for mentoring will be increased next year due to a restructuring of the pastoral team. The behaviour manager will extend the programme of mentoring vulnerable to our most PP students.

Due to a new behaviour policy with increased escalations – it is not statistically viable to compare the number of FTE to previous years. However, during term 6, the proportion of students with an FTE that were in receipt of the Pupil Premium was 58%, compared to 45% for the previous year. This will continue to be a focus for the next academic year.

Continue to 'close the gap' in attendance between disadvantaged and non-disadvantaged students

FFT data indicates that PP attendance is higher than national in Year 7, 8, 10 and 11. This difference is greatest in Year 11 where PP attendance is 4.8% higher than nationally. Overall, PP attendance is +1.1% higher than national, compare to -0.2% for those students that are not PP.

PP attendance is lower than national in Year 9 – however, there are 4 students in this Year on AP which contributes significantly to this.

We will continue with our attendance strategies in the next academic year.

Improve the proportion of disadvantaged parents attending parent's consultation evenings.

Attendance at parents' evenings for the parents of students in receipt in the pupil premium is in line with the cohort in Years 7, 8, 10 and 11. We will continue with this strategy next academic year. We will also increase opportunities for parent voice regarding our parents' consultation evenings, particularly for Year 9 (Year 10 next year)

Externally provided programmes

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

Programme	Provider
Switch On Reading	Nottinghamshire County Council

