

# 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	683
Proportion (%) of pupil premium eligible pupils	25.3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2023-2026
Date this statement was published	16 <sup>th</sup> December 2025
Date on which it will be reviewed	31 <sup>st</sup> October 2026
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	£205158
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	£205158

# 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	<p>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:</p> <ul style="list-style-type: none"> <li>• a progress 8 score greater than -0.1</li> <li>• greater than 30% achieving the English Baccalaureate - with 9-4 passes</li> <li>• at least 40% passing GCSE maths at grade 5 or above</li> <li>• the gap of less than -0.4 in progress between disadvantaged and non-disadvantaged students</li> </ul>
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)	<p>Fewer behaviour events and fixed term exclusions for disadvantaged students (PP students to account for less than 35% of all exclusions).</p> <p>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.</p>

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"> <li>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%.</li> <li>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.</li> </ul>
--	--

## 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: £ 71500

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><a href="#">EEF subject guidance</a> reports and T&amp;L toolkit</p> <p><a href="#">EEF – High quality teaching</a></p> <p><a href="#">EEF – Adapting the curriculum</a></p> <p><a href="#">Scaffolding framework   Education Endowment Foundation</a></p>	2
<p>High quality teacher and TA CPD to support Quality First Teaching. There will be a focus on challenge and reading in the curriculum</p> <p>This will be achieved through;</p> <p><i>Subscription to National College</i></p>	<p><a href="#">NPQLTD framework</a></p> <p><a href="#">Effective Professional Development   EEF</a></p> <p><a href="#">Improving Literacy in Secondary Schools   EEF</a></p>	1&2

<p><i>INSET days</i></p> <p><i>Effective and focussed CPD on developing T&amp;L strategies</i></p> <p><i>ITT programme</i></p> <p><i>NPQ completion</i></p>	<p><a href="#">National college</a></p> <p>ECF from DfE</p>	
<p>Quality first teaching to ensure all students learn effectively in lessons and develop self-efficacy. 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&amp;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><a href="#">EEF – Teacher feedback to improve learning</a></p> <p><a href="#">Metacognition and Self-Regulated Learning   EEF</a></p> <p><a href="#">Teacher Feedback to Improve Pupil Learning   EEF</a></p> <p><a href="#">Research schools network: Retrieval practise</a></p> <p><a href="#">EEF – High quality teaching</a></p> <p><a href="#">Scaffolding framework   Education Endowment Foundation</a></p> <p>Learning scientists and Sutton Trust</p> <p>Teaching Walkthrus in Education</p> <p><a href="#">Mastery learning   EEF</a></p>	2

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

Budgeted cost: £ 61250

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 This will be achieved through;</p>	<p><a href="#">Teaching Assistant Interventions   EEF</a></p> <p><a href="#">EEF – Switch on reading</a></p>	1

<p><i>Switch-on reading intervention</i></p> <p><i>Lexia</i></p>	<p><a href="#">EEF - Lexia</a></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> <p><a href="#">EEF – Improving standards in literacy</a></p>	
<p>Disadvantaged students continue to ‘close the gap’ in progress – MFL (French) and Maths, English, Science and RE</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>Weekly interventions for HPA in English</i></p> <p><i>The introduction of ‘Period 0’ - all disadvantaged students in Year 11 to access 2 x targeted intervention sessions every week</i></p> <p><i>One-to-one Science, Maths and Science intervention sessions for targeted disadvantaged students</i></p>	<p><a href="#">EEF Teacher Toolkit – Small group tuition</a></p> <p><a href="#">EEF Teacher Toolkit – One-to-one tuition</a></p>	2
<p>All students study an appropriately challenging curriculum. Lower attaining students study a vocational qualification,</p> <p>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 appropriate</i></p>	<p><a href="#">Deployment of Teaching Assistants   EEF</a></p> <p><a href="#">EEF – Use of internal alternative provision</a></p>	2

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

Budgeted cost: £ 72408

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reduction in 'lost learning time' for disadvantaged students by reducing the number of internal and external exclusions This will be achieved through:</p> <p><i>Dedicated weekly inclusion meetings with targeted SLT to identify strategies to support students most 'at risk'</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><i>ISAT (inclusion support advisory teacher) to work with students most at risk of exclusion</i></p> <p><i>Behaviour manager and additional behaviour support assistants to mentor students most at risk of exclusion</i></p> <p><i>Personalised plans for PP &amp; SEN students at risk of FTE</i></p>	<p><a href="#">The Disadvantage Calculator: Identifying...   Derby Research School</a></p> <p><a href="#">EEF – Social and emotional learning</a></p> <p><a href="#">EEF – Improving behaviour in schools</a></p> <p><a href="#">Attachment Aware schools</a></p> <p><a href="#">Inclusion Support Advisory Service (ISAS) - Derbyshire Local Offer</a></p>	3
<p>Continue to 'close the gap' in attendance between disadvantaged and non-disadvantaged students 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 and identify the barriers for students at risk of not-attending</i></p> <p><i>Start Well club offering breakfast to promote attendance amongst disadvantaged students</i></p>	<p><a href="#">Attendance interventions rapid evidence assessment   EEF</a></p> <p><a href="#">Free breakfast clubs: guidance for schools 2026 - GOV.UK</a></p>	3&4
<p>Reduce the level of persistent absence of disadvantaged students</p> <p><i>Develop a whole school culture the promotes the benefits of good attendance</i></p> <p><i>Weekly check-ins with tutors for students at risk of persistent absenteeism</i></p> <p><i>CPD for staff – new school attendance strategy</i></p>	<p><a href="#">Working together to improve school attendance</a></p>	3&4

**Total budgeted cost: £ 205158**



## 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 data\*\*:* Pupil Premium students achieved an attainment score of 45.7 (vs 39.8 in the previous academic year) – pupils attained more highly this year in comparison to the previous academic year. The national data shows disadvantaged students had an attainment score of 34, showing that disadvantaged students here achieved significantly higher grades than those nationally. Furthermore, those outcomes were broadly in-line with those achieved by non-disadvantaged students in the local authority (49.1). Of the 81 school in the Derbyshire LA, SJHCVA was ranked second for outcomes for disadvantaged students for this academic year.

Subject specialists were timetabled to teach in over 98% of lessons and this will continue to be a priority, particularly for our disadvantaged students, moving into the next academic year. As a result, attainment of disadvantaged students was strong in most subject areas, with the proportion of students achieving grade 5+ in English and Maths at 53.3%, which was higher than the national figures for non-disadvantaged students (52.8%), was 26.7% for those achieving the Ebacc at grade 5+ (and 36.7% achieving it at Grade 4+), which was again higher than the national figure for non-disadvantaged students. The attainment of disadvantaged students in Maths was particularly strong and was broadly in-line with the outcomes of non-disadvantaged nationally. There was a significant increase in the attainment of disadvantaged students in maths – 9.7 vs 8.0 in 2024 – this can largely be attributed to targeted interventions and because all maths lessons were taught by specialists. The proportion of students achieving a grade 5+ in maths was 59.6%. Moving forward, careful consideration of disadvantaged students and the impact of prolonged agency cover must be prioritised during long-term staff absences.

*\*\*There is no progress data for this academic as KS2 SATs were not administered in 2020*

#### **Curriculum design - The curriculum is designed to be accessible for and meet the needs of disadvantaged learners**

Now the new assessment framework has been embedded at KS3, and all staff have received CPD in removing bias from holistic data judgements. 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. By Year 9 this gap can be as large as 44% (in English, where only 36% of PP students made 'Strong/Good' progress, in comparison to 80% of non-pupil premium students). This gap was lowest in Art and Design where those figures were 78% and 93% respectively. This will be a focus in the Pupil Premium Strategy for the next academic year, with an emphasis on ensuring effective assessment design in all subject areas.

The ASDAN programme was delivered by the SENCO this year and the programme was well aligned with the needs to our lowest attaining students with several students achieving their silver certificate. All students on the programme received additional support in other subject areas. This model of delivery will be continued next year.

#### **High quality Teacher & TA CPD supports Quality First Teaching**

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.*

*Staff completed the final phase of the Maths Mastery Programme. These principles have informed the planning and delivery of mixed-attainment teaching in Year 7. As a result, nearly 60% of PP students in Year 7 showed 'Strong/Good' understanding of the curriculum at the end of the Pentecost Term, in comparison to just over 50% the previous academic year. Embedding of these strategies will continue to be a priority for the next academic year.*

### **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 months to 2 years and 2 months. This programme will continue next year, and we will look at increasing capacity so that more PP students can access the programme.*

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

*Additional intervention sessions in MFL continue to be effective in improving outcomes for our disadvantaged students. In Spanish, the APS for disadvantaged students was 5.2 - this was in-line with the outcomes for the cohort which also had an APS of 5.2. Speaking in MFL was identified as a particular weakness for disadvantaged students, and an additional mock speaking exam also contributed to the increased attainment in this area.*

*The attainment of PP girls in Maths was 4.44 (SISRA analytics showed this was +0.12 residual) which shows the interventions and strategies implemented in Maths were successful in addressing this area. Enhanced maths support via the maths clinic, and an increased focus on problem solving techniques will be continued in the PP strategy next year.*

*One-to-one interventions in Maths, English, RE and Science for PP+ students were effective in ensuring positive outcomes in these areas, with SISRA residual values of +0.69, +0.69, +1.69 and +0.19 respectively. These one-to-one targeted interventions will be offered again to PP+ students in Year 11.*

**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 +0.49). This will now be extended to ensure the students also get enhanced support with careers and post-16 options. The impact of additional careers support will be analysed once figures for the last academic year are published. This will continue next year until data is available to evaluate its impact.*

*The ASDAN programme was delivered by the SENCO this year and the programme was well aligned with the needs to our lowest attaining students with several students achieving their silver certificate.*

All students on the programme received additional support in other subject areas. This model of delivery will be continued next year.

## **Wider Strategies**

### **Reduction in 'lost learning time' for disadvantaged students**

Data indicates that PP students are still receiving a disproportionately large number of suspensions in comparisons to non-PP students. During 2024-2025, 59% of all suspensions were given to students in receipt of the pupil premium, despite them only accounting for 28% of the school population. There has been a slight reduction in the percentage of PP students that had suspensions (16% compared to 18% the previous year). Data does indicate that the rate of suspensions for students that are both PP and SEND are the most disproportionate of all demographics – accounting for 33% of all suspensions despite only making up 6% of the school population. This group will be a focus in the PP strategy next year. Further consideration will need to be given as to how we can further address this barrier – current strategies have had not shown progress at the anticipated pace.

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

Whilst the overall unauthorised attendance figure was below 7% (2.91%), the gap between PP and non-PP was significant at 4.8%. Furthermore, the percentage of students that were 'persistently absent' was on track at 20%, but the gap between PP and not-PP is 23% (37% vs 14%) and this indicates there is still work to do in this area, and addressing persistent absence of PP students next year must be a particular focus for next 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 and 9. There is a greater gap in the attendance for the larger year groups. As such, we will continue with this strategy next academic year but will consider increasing the length of parents' evening when the year group is larger, to ensure all parents are able to book appointments as needed.

## **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.*

<b>Programme</b>	<b>Provider</b>
Switch On Reading	Nottinghamshire County Council

