

A Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	1625 (420 DP)
Proportion (%) of pupil premium eligible pupils	25.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Ms M Sharratt

Pupil premium lead	Mr JMcFadden
Governor / Trustee lead	Mr David Cartmell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£446,000
Recovery premium funding allocation this academic year	£115,920
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£561,920

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 testing at the start of the academic year 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>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. Although there have been gains in DP EnMa scores for 2021-22 there needs to be further improvement in attainment. <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>Pupil voice surveys 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. <i>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.</i></p>
4	<p><i>Close the attendance gap between DP and Non DP pupils.</i></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. <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></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</p>

	<p>2021-2022 this figure was 81% overall, 75% NDP, 25% 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.</p> <p>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 2021-2022, 24.6% of DP achieved grades 9-5 in EnMa and 42% 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 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 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.</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>
<p>Improve EBACC entry of DP to 80%.</p> <p>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:</p> <p>2021-2022- 75%</p> <p>2022-2023- 78%</p> <p>2023-2024- 80%</p> <p>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>
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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	READING AND COMPREHENSION STRATEGIES - EEF TOOLKIT +6	1 , 2 and 5

<p>areas of the curriculum and achieve well over time.</p>	<p>FEEDBACK - EEF TOOLKIT +6</p> <p>Marc Rowlands- 'What should I spend my pupil premium on?'</p>	
<p>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.</p>	<p>REDUCING CLASS SIZES - EEF TOOLKIT +2</p>	<p>1,2 and 5</p>
<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 - EEF 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>
<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</p>	<p>FEEDBACK - EEF TOOLKIT +6</p> <p>MASTERY CLIMATE - EEF TOOLKIT + 5</p>	<p>1,2, and 5</p>

and parents / carers with progressive and clear instruction on how to improve.	Ofsted Publication - ' How schools are spending the funding successfully' (2013)	
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.	READING AND COMPREHENSION STRATEGIES - EEF TOOLKIT +6 Ofsted Publication - ' How schools are spending the funding successfully' (2013)	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 all EBACC subjects will be coordinated and delivered.	SMALL GROUP TUTORING - EEF TOOLKIT +4 Blogs- 'Ten Point Plan on spending the pupil premium (2015)', TS Council.org -' Guidance on conducting pupil premium reviews'	1,2 and 5.

<p>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.</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>
<p>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.</p>	<p>SUMMER SCHOOLS - EEF TOOLKIT + 3</p> <p>READING AND COMPREHENSION STRATEGIES - EEF TOOLKIT +6</p> <p>DFE - 'Supporting the attainment of disadvantaged pupils'</p>	<p>1,2,3,4 and 5</p>

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

Budgeted cost: £102,580

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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.</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 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.</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 will recruit a full time counsellor to work with identified pupils in order to support them during their journey at SJP.</p>	<p>'MENTORING' - EEF TOOLKIT +2 'SOCIAL AND EMOTIONAL LEARNING' - EEF TOOLKIT +4 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, an attendance officer will work with our harder to reach families in order to support overcoming the barriers to being in school regularly.</p>	<p>'MENTORING' - EEF TOOLKIT +2</p>	<p>4.</p>
<p>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</p>	<p>MENTORING - EEF TOOLKIT +2 SOCIAL AND EMOTIONAL LEARNING - EEF TOOLKIT +4</p>	<p>1,2,3,4 and 5</p>

<p>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 DP pupils and their families.</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 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</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>Paul Dix- 'When the Adults Change' & 'After the Adults Change'</p>	<p>1,2,3,4 and 5</p>

Total budgeted cost: £446,000

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 2021 to 2022 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, such as our sessions on supporting students with ADHD, Autism and Tourette's Syndrome. The efficacy of the CPD programme was then monitored via our Subject Reviews, Lesson Visits and Work Sampling which took place throughout the year as per the College Calendar.

Two members of staff successfully completed the NPQML and 3 completed their NPQSL. NQTs and RQTs had 12 bespoke CPD sessions throughout the year.

Achievement of students in the Pupil Premium cohort at KS4

External assessment data reported that SJP Yr11 PP pupils gained an average A8 score of 37.11 with 42% achieving a 4+ in EnMa, 24.6% a 5+ EnMa and 2.9% a 7+ EnMa. This was compared with their peers who had an average A8 score of 43.99 with 57.5% achieving a 4+ in EnMa, 27.4% a 5+ EnMa and 3.2% a 7+ EnMa. PP boys outperformed PP girls by 1.27 in A8, 28.4% and 9.5% for EnMa 4+ and 5+ respectively. PP girls outperformed PP boys by 2.4% for the EnMa 7+ measure.

These scores, in comparison to 2019, where PP pupils gained an average A8 score of 39.7 with 40.5% achieving a 4+ in EnMa, 16.2% a 5+ EnMa and 1.4% a 7+ EnMa. This was compared with their peers who had an average A8 score of 46.64 with 57% achieving a 4+ in EnMa, 30.9% a 5+ EnMa and 5.2% a 7+ EnMa. PP girls outperformed PP boys by 2.34 in A8, 1.7% for EnMa 5+. PP boys outperformed PP girls by 1% and 2.6% for the EnMa 4+ and 7+ respectively.

This demonstrates that even with the impact of school closure, teacher/student absence, and disruption to learning routines students attained broadly in line with 2019 EnMa measures for the whole cohort with a slight dip for A8 values but that PP students had significantly improved outcomes for the EnMa measures, highlighted by the increase from 16.2% to 24.6% for EnMa 5+. There is also a notable shift in KS2 banding (H/M/L) from 2019 to 2022, 27.8% H, 58.3% M and 12.6% L in 2019 to 6% H, 61.5% M and 29% L in 2022 and so to attain comparable outcomes is positive.

PP performance across the EBacc in 2019, where 60.8% of PP students were entered for the EBacc in comparison to 66.1% for the whole cohort which is significantly higher than other centres and has a smaller gap highlighting aspiration for these students at SJP, was that 13.5% achieving a Standard Pass. Comparing this to 2022 where PP performance across the EBacc gave 18.8% of PP students achieving a Standard Pass, but with a reduction in the number of students entered (46.4%, this is still much higher than other centres) which has resulted from a more tailored and personalised approach giving improved outcomes for this cohort.

Targeted Support

Targeted intervention.

To support the progress of PP students SJP accessed recovery premium to support SLT to deliver targeted small group intervention sessions to improve pupil progress. Approximately 15 small group intervention sessions were conducted each week throughout the year across various Ebacc subjects, resulting in 171 pupils impacted of which 40% 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 SLT 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 154 hrs were delivered, impacting over 413 students of which 148 were PP students.

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 2022 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 2022 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 2021-2022 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, 50% 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. The confident

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.

Challenge

We recognise that a small number of DP present very challenging behaviour. As a result we 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.

Review

Liverpool Speech and Language Therapy

Individual assessments carried out with 21 children, 60% of whom were pupil premium

- Individual reports written for all children assessed with strategies and recommendations for next steps. This included both universal and targeted interventions.
- Liaison with CAMHS for 1 pupil

- Liaison with Specialist NHS SALT, weekly, for 1 pupil (Deaf Specialist)
- Regular liaison with NHS SALT regarding other pupils on NHS caseload
- Liaison with Community Paediatrician for ASD pathway referrals
 - Phone calls and close liaison through email/telephone/text contact with parents/carers of pupils receiving 1:1 sessions
- 1:1 therapy sessions delivered throughout the year
- Established Y7 language group which was delivered weekly by SALT with 5 pupils (HLTA shadowing). Over 50% of those pupils were pupil premium.
- Individual review sessions carried out for 1 child, leading to discharge following therapeutic input 1:1
- Specialist clinical assessment and in depth reports completed for 4 children with the purpose of supporting referrals to the ASD Pathway. ASD Pathway reports have involved in-depth assessment sessions and detailed reports. Completion of these assessments/reports has resulted in shorter wait times for these young people and their families.

The impact of SALT

A total of 22 students were referred to SALT. 11 were discharged after an initial assessment and an additional student was discharged following SALT input.

As of November 2022 all students have shown significant improvement post intervention across levels 1-4.

Year 7 Language Group

100% of pupils demonstrated improved language and social skills within the sessions.

Orrets Meadow Outreach

27 pupils received intensive literacy/reading intervention from Orrets Meadow.

Improved reading age scores

- 100% of year 7 students demonstrated improved reading age score after the intervention.
- 87.5% of year 8 pupils had an improved score.
- 100% of year 9 pupils maintained the same score