

Pupil premium strategy statement – St John Plessington

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	1581
Proportion (%) of pupil premium eligible pupils	37.7%
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)	2024-2027
Date this statement was published	October 2025
Date on which it will be reviewed	September 2026
Statement authorised by	P McLoughlin
Pupil premium lead	J McFadden
Governor / Trustee lead	A Vogiatzis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£545,025
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>	£545,025

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 and as such ensure that there are no barriers to our PP students taking part in extra-curricular activities. This is particularly pertinent as our PP numbers are increasing year on year 27.9% in Y11 compared with 42.1% in Y7.

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 subsequent research on Teaching and Learning such as Rosenshine's Principles of Instruction and the DfE Embedding Formative Assessment Programme.

Challenges

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

Challenge number	Detail of challenge
1	Almost 40% of our PP students are below average on their NGRT SAS
2	Our PP students are not achieving in line with their non PP counterparts in English and Maths.
3	PP attendance is not in line with their non PP counterparts.
4	PP students are not engaging with extracurricular activities as much as their peers.
5	

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
For students to be reading at age related expectation.	Students will reach age related expectation on NGRT testing. This will also be reflected in their assessment outcomes.
For PP to achieve in line with English and Maths non PP outcomes.	GCSE outcomes for PP EnMa will be at national average or better.

PP attendance will be in line with national average.	PP student attendance will be in line with national average. Students will be engaged and excited to come into school.
PP student engagement in extra-curricular activities will increase.	PP students will attend a wide variety of extracurricular offers, including drama, music, sport and opportunities arising outside of the classroom.

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: £ 200,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>CPD sessions to support reading in the curriculum</i>	<p>CPD cycle to focus on reading in the curriculum and focus on 3 main areas:</p> <ol style="list-style-type: none"> 1. Use of appropriate academic texts. 2. Effective, explicit teaching of tier 2 and tier 3 language. 3. Reciprocal reading strategies in the classroom. <p>Reading Comprehension Strategies: Incorporate explicit teaching of reading comprehension strategies, such as summarising, questioning, and predicting, to enhance pupils' understanding of texts. This will be supported through CPD sessions focused on effective reading strategies in the classroom, including reciprocal reading strategies, tier 2 and 3 language etc. (EEF, 2021). Reading Comprehension Strategies</p>	1
<i>CPD to support outcomes in EnMA</i>	<p>Regular Assessment and Feedback: Establish a routine of regular assessments to identify gaps in knowledge and provide timely feedback. This helps pupils understand their progress and areas for improvement, fostering a growth mindset (EEF, 2021). Read more here.</p> <p>We will ensure that the techniques from our recently completed Embedding Formative Assessment (EFA) programme continue to be used throughout the school and to support our disadvantaged and SEND students. Our summative assessment schedule will build on this formative assessment to ensure that any areas for development or gaps in knowledge can be quickly addressed.</p>	2

	<p>Lesson Visits/Learning Walks will focus primarily on EnMa Y11 classes in the first instance. Any support identified for staff will be swiftly put in place to ensure that both staff and students are supported in raising attainment.</p> <p>MEAS to deliver EAL training to all staff and TAs on supporting EAL learners in the classroom.</p> <p>Teaching and Learning briefings to support CPD cycle focus and share good practice or 'bright spots'.</p>	
<i>Improve attendance of PP students</i>	<p>Implement engaging and relevant curriculum: Ensure that lessons are tailored to the interests and needs of Pupil Premium pupils, making learning more engaging and relevant. This can help motivate attendance.</p> <p><i>Source: Education Endowment Foundation (EEF) - "Engaging with Families" EEF</i></p> <p>Create a positive classroom environment: Foster a culture of respect and support using our school wide approach of relational practice where pupils feel safe and valued, encouraging them to attend regularly.</p> <p><i>Source: EEF - "Social and Emotional Learning" EEF</i></p>	3
<i>Improve PP engagement in extra-curricular activities</i>	<p>Enrichment has been incorporated into the curriculum plan with each student attending an enrichment lesson per fortnight. Cross-curricular departmental groups have planned a variety of sessions from sports to life skills. This will work on a carousel to ensure all students can take part in a number of clubs throughout the year.</p>	4

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

Budgeted cost: £ 173,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Targeted reading interventions to ensure that phonics and sentence comprehension gaps are swiftly filled.</i>	<p>Implement a Structured Literacy Programme: Use evidence-based programmes such as the "Lexonik." approach to systematically teach phonics and reading skills. This method has shown significant improvements in reading outcomes.</p> <p>Lexonik Research</p> <p>Small Group Interventions: Establish small group reading interventions for pupils who</p>	1

	<p>are significantly behind, using trained teaching assistants or specialist staff to provide focused support. Staff have been trained in the use of the Lexonik Programme and Reciprocal Reading strategies. (EEF, 2021). Small Group Tuition</p> <p>Reading Mentorship Programme: Pair older pupils or sixth-form students with younger pupils to act as reading mentors, fostering a supportive environment that encourages reading practice and confidence (EEF, 2021). Peer Tutoring</p> <p>Parental Engagement Workshops: Organise workshops for parents to equip them with strategies to support their children's reading at home, fostering a collaborative approach to literacy development (EEF, 2021). Parental Engagement</p>	
Small group interventions in English and Maths	<p>Small Group Intervention: Provide small group tuition for disadvantaged pupils in English and Maths, focusing on specific areas of need. Evidence suggests that this approach can lead to significant improvements in pupil outcomes. Cohorts will be identified through current attainment in English and Maths. Groups will be monitored to remain small enough that students can be offered targeted support based on their current needs. (EEF, 2021). Read more here.</p> <p>Targeted Interventions for EAL Pupils: Develop specific interventions for EAL pupils to enhance their language skills, which are crucial for success in English and Maths. This can include language support programmes and resources tailored to their needs (EEF, 2021). Read more here.</p> <p>KS3 students will take part in intervention sessions with MEAS tutors while KS4 students will take part in targeted academic interventions with our HLTA.</p> <p>Those students coming to us late in KS4 will take part in the functional English programme delivered by MEAS.</p> <p>Half Term intervention sessions : Offer targeted academic support sessions during after-school hours or holidays to help pupils catch up on missed work and reinforce</p>	2

	learning. <i>Source: EEF - "Extending School Time" EEF</i>	
Raise attendance of PP students	Mentoring programmes: Continue our programme of adult mentoring and counselling for Pupil Premium pupils to provide additional support and encouragement, helping them feel more connected to the school community. <i>Source: EEF - "Mentoring" EEF</i>	

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

Budgeted cost: £ 172,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Ensure that there are adequate resources for students to access reading for pleasure.</i>	<p>Access to Reading Resources: Provide access to a wide range of reading materials, including digital resources and audiobooks, to engage pupils and cater to diverse interests (EEF, 2021). Reading for Pleasure</p> <p>Extracurricular Reading Clubs: Learning Resource Manager to establish reading clubs or book clubs that encourage a love for reading through discussions, activities, and themed events, making reading a social and enjoyable experience. We will trial Y7 and Y8 Routes into Reading which allows them to pick from a genre based route of age appropriate texts. Completion of a route will lead to prizes/awards. (EEF, 2021). Extracurricular Activities</p> <p>Community Partnerships: Collaborate with local libraries and community organisations and book shops to provide additional reading resources and programmes, enhancing pupils' access to literacy support outside of school (EEF, 2021). Community Engagement</p>	1
<i>Parental sessions for EnMa to increase parental engagement and support with revision.</i>	Parental Engagement Programmes: Create programmes that engage parents in their children's education, particularly in English and Maths. Workshops can help parents support their children's learning at home. Sessions will be held throughout the year to support parents with information on things such as, exam specifications, physical and online revision resources, exams timetables, creating a revision schedule etc. (EEF, 2021). Read more here.	2
<i>Improve attendance of PP students</i>	Counselling and mental health support: Provide access to counselling services for pupils facing emotional or social challenges that may impact their	

	<p>attendance. <i>Source: EEF - "Social and Emotional Learning" EEF</i></p> <p>Attendance rewards programme: Continue to recognise and celebrate improved attendance among Pupil Premium pupils, fostering a positive attitude towards coming to school. <i>Source: EEF - "Behaviour Interventions" EEF</i></p>	
<p><i>Improve PP engagement in extra-curricular activities</i></p>	<p>Identify and Support Interested Pupils: Use surveys to identify pupils who may be interested in extracurricular activities but are hesitant to join. Provide tailored support to help them overcome barriers, such as transportation or scheduling conflicts. (Source: EEF, https://educationendowmentfoundation.org.uk)</p> <p>Provide Additional Resources: Allocate specific funding for Pupil Premium students to cover costs associated with joining clubs, such as fees for sports or arts supplies, ensuring that financial barriers are minimised. (Source: EEF, https://educationendowmentfoundation.org.uk)</p>	

Total budgeted cost: £545,025

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Disadvantaged Pupils	P8	English P8	Maths P8	EBAC C P8	OPE N P8	BASICS 9-5 (%)	BASICS 9-4 (%)
2018 Outcomes	0.07	-0.32	-0.34	-0.32	0.98	22.5	42.5
2019 Outcomes	-0.10	-0.38	-0.64	-0.52	0.86	16.2	40.5
2020 Outcomes (CAG)	NEP	NEP	NEP	NEP	NEP	38.6	55.4
2021 Outcomes (TAG)	NEP	NEP	NEP	NEP	NEP	16.9	50.8
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
2025 Outcomes	-0.80	-0.71	-0.71	-0.98	-0.76	16.1	31.2

All Pupils	P8	English P8	Maths P8	EBAC C P8	OPE N P8	BASICS 9-5 (%)	BASICS 9-4 (%)
2018 Outcomes	0.40	0.18	-0.13	0.00	1.31	33.8	59.7
2019 Outcomes	0.42	0.17	-0.07	0.06	1.29	30.9	57.0
2020 Outcomes (CAG)	NEP	NEP	NEP	NEP	NEP	42.8	65.4
2021 Outcomes (TAG)	NEP	NEP	NEP	NEP	NEP	35.6	66.5
2022 GCSE published Outcomes	-0.14	-0.40	-0.47	-0.46	0.55	28.2	57.5
2023 GCSE Outcomes	-0.57	-0.67	-0.71	-0.86	-0.18	26.8	51.3
2024 Outcomes (based on collaboration Data)	-0.34	-0.30	-0.55	-0.56	-0.01	26.7	47.8
2025 outcomes	-0.23	-0.19	-0.17	-0.43	-0.12	28.1	49.4

As you can see from the table above, progress of disadvantaged students continues on a positive trend. However the improvements are smaller than we would like as we aim to have students achieve in line with their peers at a minimum of 0 in terms of progress. Attainment has also increased in both English and Maths although again the improvement is a small jump. The improvements in outcomes can be

attributed to a more robust Quality Assurance (QA) policy where lessons were measured in line with COGS, Teaching and Learning Strategies based on Rosenshine's Principles of Instruction. We used these QA findings to support CPD development during PLS sessions, INSET days and Teaching and Learning Briefings. The EBacc progress score is the most disappointing. We have identified the biggest areas for development here will be within science and MFL.

While we are encouraged that progress and attainment from 9-4 continue on an upward trend we are aware that it is not where it should be at present. In addition to this the 9-5 including English and maths is still far below where we want it to be for our disadvantaged students and so a robust strategy of raising attainment will be put in place to ensure that these measures improve.

As part of this strategy we have re-grouped our cohorts based on current attainment and their KS2 results. This will ensure that teaching can be adapted effectively for the ability and outcomes of each class to swiftly target any gaps in skills and knowledge.

To further drive progress and attainment of our students we will continue with our QA policy. We will focus firstly on those departments where progress and attainment has not improved in line with our expectations (Maths, English, Science). Lesson Visits will be scheduled before October Half Term for all of these department members. Any support needed will be quickly put in place as per the QA policy.

Following our completion of the Embedding Formative Assessment Programme (EFA) we will shift our CPD sessions to Teaching and Learning Cycles which will take the following format:

Session 1: Introduction of research and strategies for T&L (aligned with COGS). Following this session teachers will have time to implement these strategies.

Session 2: Departmental session where teachers share what went well and what can be improved with the strategies they have implemented. With the direction of HoD/TLR and SLT link the department will decide on a strategy to be consistently implemented across the department. This will then be quality assured by SLT through departmental learning walks.

Session 3: Good Practice Forum to share good practice identified by SLT on Learning Walks.

Attendance

	2023-24	2024-25
PP	81.6%	84%
Non PP	89.6%	89%
Gap	8%	5%

Attendance for PP students is improving marginally and there has been a slight close in the gap. However this still remains below the national average. The intervention of our home liaison officer as well as funds being directed towards transport costs for PP students has been having some impact.

We will continue to deploy the home liaison officer for our most stuck cases and use learning coaches to build positive relationships with families but also reiterate our high expectations in terms of attendance and its direct correlation with outcomes.

Targeted interventions

During the 2024-25 academic year intervention sessions were carried out with small cohorts in all subjects but with a particular focus on PP students in core subjects. These sessions ran during form time, after school, in holiday sessions and during twilight sessions (3pm-5pm).

For the academic year 2025-26 Y10 mock data will be used to quickly identify key cohorts of students who are underperforming in the core subjects. Intervention cohorts will be communicated to students and parents ahead of their English and maths trial exams at the end of September. Staff will be strategically placed with intervention cohorts both during lunchtime and after school sessions.

In addition SLT and key middle leaders will meet with a cohort of students weekly to ensure attendance and engagement with interventions and revision strategies at home.]

EnMa nights will be held to support parents with key strategies that they can employ at home to support students with their independent revision. Physical resources eg revision guides will be purchased for 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 2025 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 2025 is still being monitored and we are currently collecting stakeholder voice from the programme.

Reading interventions in the 2024-25 academic year did show progress of an average of 4 months for those who took part in the interventions. However this was done through the single word assessment which did not take into account the skills needed to access these words in a longer reading text.

For that reason interventions in reading will take place from a tiered approach. From the NGRT data looked at in line with KS2 data students below age related expectations will be put into one of three possible intervention cohorts:

Lexonik Advance
Lexonik Leap
Reciprocal reading

This will be supported by CPD that identifies research based strategies that can be effectively used in lessons to develop reading skills when faced with more academic texts.

Wider strategies

We continue to develop our culture of relational practice at SJP. New staff induction consists of a session on relational practice delivered by the SLT link, Head of Learning and key middle leaders. During the course of the academic year 2024-25 we had an external peer review of our behaviour and culture which showed a number of areas of best practice and implementation in terms of relational practice. In particular they mentioned that our Touchstone Principles of 'Be Present, Be Smart, Be Kind' were clearly embedded in college life.

