



## St John Payne Catholic School

### Pupil Premium Strategy Statement 2024/2025

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged students. 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 Payne Catholic School         |
| Number of students in school  | 1213 (Years 7-13)<br>957 (Years 7-11) |
| Proportion (%) of pupil premium eligible students                       | 15.9% (193 STUDENTS)                  |
| Academic year/years that our current pupil premium strategy plan covers | 2023-2025                             |
| Date this statement was published                                       | May 2023                              |
| Date on which it will be reviewed                                       | May 2025                              |
| Statement authorised by   | Mr T Coen                             |
| Pupil premium lead  | Mr R Folkerd                          |
| Governor / Trustee lead   | Mr M Godson                           |

#### Funding overview

| Detail  | Amount           |
|---|------------------|
| Pupil premium funding allocation this academic year       | £ 195,555        |
| Pupil premium funding carried forward from previous years | £ nil            |
| <b>Total Available Funding</b>                            | <b>£ 195,555</b> |

## Part A: Pupil Premium Strategy Plan

### Statement of intent

*Our statement of intent at St John Payne Catholic School, is to truly care for all our students by doing as Jesus has instructed us: 'Love one another as I have loved you.'*

*Catholic Schools have always placed and prioritised a duty of care, in particular, for the poor, and at St John Payne we are committed to educate students who are socially, academically, physically or emotionally disadvantaged.*

*Our aim is to support disadvantaged students to achieve their goals, regardless of academic ability or socio-economic status, through the following over-arching priorities:*

- To adopt a whole school approach so that all staff take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve*
- To identify both the short and long term needs of our pupil premium students so that there is a holistic approach to providing disadvantaged students with consistently high quality education and pastoral care.*
- To act early to intervene at the point need is identified*
- To ensure disadvantaged students are offered a stimulating and challenging curriculum*
- To form positive and nurturing relationships with our students so that they feel safe, valued and loved.*
- To develop our pupil premium students as articulate ambassadors and leaders, so that they leave our school with the confidence to contribute positively to the wider world.*

### Challenges

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

| <b>Challenge number</b> | <b>Detail of challenge 2024 / 2025</b>   |
|-------------------------|--|
| 1                       | Gap in attainment between PPG and non-PPG students remains a priority. The latest progress 8 figures highlight that Non-PP Students progress 8 was 0.29 in comparison to PP students at -0.63). This shows a 0.92 gap.   |
| 2                       | Evidence Nationally highlights that disadvantaged students have lower reading ages than their peers. The most recent data shows that attainment levels at the expected standard in reading from Key Stage 2 is 61% for disadvantaged students in 2024. This is 1% higher than 2023, but still shows that students coming into Key Stage 3 are coming in with lower reading ages than non-disadvantaged students. Data from our reading tests from Year 7 during the academic year 2023 shows that we scored a Lexile level of 829, which is below the expected target of 849. This academic year, we have chosen to use a different reading test, which is the 'New group Reading Test' (NGRT). It was felt this test would actually provide us with more accurate data. |

|   |   |
|---|---|
| 3 | Weak language and communication skills (Internal data, SATs and GCSE results, reading age scores)   |
| 4 | Lack of engagement with pre and after school support and intervention (PPG uptake figures on after school interventions)  |
| 5 | Whilst school attendance is above the National averages, our data indicates that attendance for disadvantaged / PP pupils was on average 86.96% last year, in comparison to non-disadvantaged / non-PP students having 89.94%, highlighting a 2.98% gap. Attendance has improved and increased year on year, but remains a priority.  |
| 6 | PP students often do not have access to a quiet space, technology and educational materials at home. With the side effects of COVID still evident, several days lost to teacher strikes in 2023 and other external influences including lack of support from parents, financial constraints and other roles within the home, this impacts students access to educational support and provision. |
| 7 | Lack of parental engagement and partnership with the school. This is also highlighted by lack of attendance during parents' evenings.   |
| 8 | Observations suggest many lower attaining students lack meta cognitive / self-regulation strategies which mean they are not able to learn independently and they give up easily in the face of challenging tasks.   |

## 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  | Challenges  |
|---|---|---|
| Improve pupil progress and outcomes for all, especially for key cohorts                                   | <ul style="list-style-type: none"> <li>Achieve top quartile for progress made by pupil premium students amongst similar schools</li> <li>Achieve above national average for attainment 8</li> <li>Achieve above the national average English and Maths 4+ scores for similar schools</li> </ul> | <ul style="list-style-type: none"> <li>1 - 8</li> <li>1 - 8</li> <li>1 - 8</li> </ul> |
| Improve pupil behaviour for learning and engagement in lessons in order to impact positively on progress. | <ul style="list-style-type: none"> <li>Reduce the number of behaviour incidents logged for PP students and bring in line with non PP students</li> </ul>  | <ul style="list-style-type: none"> <li>2, 3, 5, 7 &amp; 8</li> </ul>                  |
| Improve literacy and numeracy levels at KS3 so that students are able to access the whole curriculum      | <ul style="list-style-type: none"> <li>90%+ of KS3 pupil premium are at or above their chronological age</li> <li>PP students achieve above the national average English</li> </ul>   | <ul style="list-style-type: none"> <li>1 - 8</li> <li>1 - 8</li> </ul>                |

|   |   |  |
|---|---|--|
|   | and Maths 4+ scores for similar schools   |  |
| Improve attendance levels and reduce the number of exclusions   | <ul style="list-style-type: none"> <li>• PP students will achieve, or exceed, attendance percentages in line with national averages</li> <li>• The gap in attendance between PP students and non PP students is reduced between September 2024 and July 2025</li> <li>• Attendance matters tracked consistently through Team Around the Family (TAF) meetings</li> <li>• Attendance officer meets with parents and relevant students to put into place strategies to get school refusers and poor attenders into school</li> <li>• Reduce the number of PP exclusions and bring in line with the exclusions of non PP students</li> </ul> | <ul style="list-style-type: none"> <li>• 4, 5, 6, 7 &amp; 8</li> <li>• 4,5,6, 7 &amp; 8</li> <li>• 4, 5, 6, 7 &amp; 8</li> <li>• 4, 5, 6, 7 &amp; 8</li> <li>• 4, 5, 6, 7 &amp; 8</li> </ul> |
| Improve the Social, Emotional and Mental health of students   | <p>Sustained high levels of wellbeing from 2024 demonstrated by</p> <ul style="list-style-type: none"> <li>• Qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• A significant increase in participation in enrichment activities and positions of leadership and ambassadorship roles.</li> </ul>  | <ul style="list-style-type: none"> <li>• 1, 2, 3, 4, 5, 7 &amp; 8</li> <li>• 1, 2, 3, 4, 5, 7 &amp; 8</li> </ul>   |
| There are opportunities for enhancing the cultural capital through a variety of enrichment activities including trips | <ul style="list-style-type: none"> <li>• PP students have the financial support which will allow them to participate in enrichment activities</li> </ul>  | <ul style="list-style-type: none"> <li>• 1, 4, 7, 8 &amp; 10</li> </ul>  |
| Students have access to a more inclusive curriculum   | <ul style="list-style-type: none"> <li>• Broaden the curriculum to include functional skills Maths and English</li> <li>• Broaden the curriculum to include vocational and practical courses</li> </ul>   | <ul style="list-style-type: none"> <li>• 1 - 8</li> <li>• 1 - 8</li> </ul>   |

## Activity in this Academic Year

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

### Teaching (i.e. recruitment and tutoring)

Budgeted cost: £35,000 (SENCO), 1-1 £10,000 (Tutoring) & £5,000 (Training / CPD)

### Total £50,000

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed  |
|--|---|--|
| <p>Additional staffing, where possible in English, Maths and Science to reduce class sizes to allow for a greater level of support and intervention, plus assigned Learning Support Assistants for these key subject areas.</p> <p>Increasing the Maths Teaching for Key Stage 4, by incorporating an additional lesson every fortnight.</p> | <p>EEF: The EEF guide to the Pupil Premium</p> <p>The EEF Guide to Supporting School Planning: a Tiered Approach</p> <p><a href="https://www.ef.com/wwen/blog/efacademyblog/10-benefits-small-class-sizes/">https://www.ef.com/wwen/blog/efacademyblog/10-benefits-small-class-sizes/</a></p>         | <ul style="list-style-type: none"> <li>1, 2, 3, 4 &amp; 8</li> </ul> |
| <p>Equitable deployment of best teaching and grouping allocation to afford disadvantaged students best opportunity of success.</p> <p>Broad ability setting to allow for all students to experience high level working behaviours and language skills</p>  | <p>Addressing Educational Disadvantage In Schools and Colleges – The Essex way: edited by Marc Rowland.</p> <p>EEF: Developing effective learners</p> <p>EEF: The EEF guide to the Pupil Premium</p> <p>John Hattie; Visible Learning for Teachers: Maximising Impact on Learning</p>                 | <ul style="list-style-type: none"> <li>1, 2, 3, 4 &amp; 8</li> </ul> |
| <p>Teachers trained to use assessment as a diagnostic tool, and to monitor and track progress, applying appropriate interventions</p>  | <p>EEF: Feedback and Monitoring Pupil Progress</p> <p>The EEF Guide to Supporting School Planning: a Tiered Approach</p> <p>John Hattie; Visible Learning for Teachers: Maximising Impact on Learning</p> <p>Isabella Wallace and Leah Kirkman: Best of the Best: Progress</p>                        | <ul style="list-style-type: none"> <li>1, 2, 3, 4 &amp; 8</li> </ul> |
| <p>Teachers trained to improve students' metacognition and communication skills</p>  | <p>Isabella Wallace and Leah Kirkman: Best of the Best: Progress</p> <p><a href="https://impact.chartered.college/article/metacognition-self-regulation-regulated-learning-difference/">https://impact.chartered.college/article/metacognition-self-regulation-regulated-learning-difference/</a></p> | <ul style="list-style-type: none"> <li>8</li> </ul>                  |

|   |   |   |
|---|---|---|
|   | Metacognition and self-regulation /Toolkit / Educational Endowment Fund/ EEF  |   |
| Use qualified teachers who have study support periods on their timetable for targeted support in KS3 and KS4 lessons  | EEF Toolkit<br>DfE: School Led Tutoring Guidance<br>The EEF Guide to Supporting School Planning: a Tiered Approach  | <ul style="list-style-type: none"> <li>• 1, 2, 3, 4, 6 &amp; 8</li> </ul> |
| Embed the 'New Group Reading Test' (NGRT) Reading Programme across Years 7, 8 and 9 to increase reading for pleasure and improve general literacy. Year 7 and 8 have a literacy lesson each week. | <a href="https://files.eric.ed.gov/fulltext/EJ1230683.pdf">https://files.eric.ed.gov/fulltext/EJ1230683.pdf</a> : Supporting Struggling Readers: A Literature Review / Jennifer Kreitz  | <ul style="list-style-type: none"> <li>• 1, 2 &amp; 3</li> </ul>          |
| Improve students' oracy skills across KS3 and KS4 in all subjects<br>Disadvantage Champions working party raises the profile of spoken language in lessons across all subjects                    | EEF Toolkit; Oral Language<br><a href="https://classteaching.wordpress.com/2021/09/21/its-all-talk/">https://classteaching.wordpress.com/2021/09/21/its-all-talk/</a><br><a href="https://classteaching.wordpress.com/2019/06/17/structuring-classroom-talk/">https://classteaching.wordpress.com/2019/06/17/structuring-classroom-talk/</a><br><a href="https://educationblog.oup.com/primary/bridging-the-word-gap-at-transition-the-oxford-language-report-2020">https://educationblog.oup.com/primary/bridging-the-word-gap-at-transition-the-oxford-language-report-2020</a> | <ul style="list-style-type: none"> <li>• 1, 2, 3 &amp; 8</li> </ul>       |

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

Budgeted cost: £50,000 (Learning Support Staff) £45,000 (Specific Learning Pathways, Alternative Provision, Vocational Curriculum), £7,500 (Targeted Learning Resources)

**Total £102,500**

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed   |
|---|--|---|
| Offer individualised learning paths / homework in both English and Maths, utilising on-line platforms such as Sparx across KS3 and 4.   | EEF: The EEF guide to the Pupil Premium<br>The EEF Guide to Supporting School Planning: a Tiered Approach<br><br><a href="https://www.ef.com/wwen/blog/efacademyblog/10-benefits-small-class-sizes/">https://www.ef.com/wwen/blog/efacademyblog/10-benefits-small-class-sizes/</a> | <ul style="list-style-type: none"> <li>• 1,2, 3, 4,7 &amp; 8</li> </ul> |
| School-Led Literacy and Numeracy support for Disadvantaged students in Years 7- 9, using 6 <sup>th</sup> formers for Sports Readers and the Learning Support Team for reading intervention. | <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a>  | <ul style="list-style-type: none"> <li>• 1,2, 3, 4,7 &amp; 8</li> </ul> |

|  |   |   |
|--|---|---|
|  | <p>Vocabulary Enrichment Programme:<br/>Enhancing the Learning Vocabulary in Children</p> <p><a href="https://www.rcslt.org/wp-content/uploads/media/Project/RCSLT/justice-evidence-base2017-1.pdf">https://www.rcslt.org/wp-content/uploads/media/Project/RCSLT/justice-evidence-base2017-1.pdf</a></p> <p><a href="https://educationblog.oup.com/primary/bridging-the-word-gap-at-transition-the-oxford-language-report-2020">https://educationblog.oup.com/primary/bridging-the-word-gap-at-transition-the-oxford-language-report-2020</a></p> <p>Mathematics /Language and Literacy :<br/>EEF</p> |   |
| <p>Run Literacy interventions across Key Stage 3:<br/>Sports Readers<br/>Targeted reading support<br/>DEAR time</p>  | <p>Vocabulary Enrichment Programme:<br/>Enhancing the Learning Vocabulary in Children</p> <p><a href="https://www.rcslt.org/wp-content/uploads/media/Project/RCSLT/justice-evidence-base2017-1.pdf">https://www.rcslt.org/wp-content/uploads/media/Project/RCSLT/justice-evidence-base2017-1.pdf</a></p> <p>Thinking Reading: What every secondary school teacher needs to know about reading – James and Diane Murphy</p>  | <ul style="list-style-type: none"> <li>• 1,2, 3, 4,7 &amp; 8</li> </ul> |
| <p>Targeted support in English and Maths during tutor time for Key Stage 3 and 4 students.</p>   | <p>EEF: The EEF guide to the Pupil Premium</p> <p>The EEF Guide to Supporting School Planning: a Tiered Approach</p> <p><a href="https://www.ef.com/wwen/blog/efacademyblog/10-benefits-small-class-sizes/">https://www.ef.com/wwen/blog/efacademyblog/10-benefits-small-class-sizes/</a></p> <p>Mathematics / Language and Literacy:<br/>EEF</p>   | <ul style="list-style-type: none"> <li>• 1,2, 3, 4,7 &amp; 8</li> </ul> |
| <p>Targeted revision lessons for GCSE students across all subjects at lunchtime and after school so that learning is embedded in long term memory and a support pathway is in place leading up to the main GCSE exams.</p>   | <p><a href="https://www.teachertoolkit.co.uk/2020/04/14/teaching-memory/">https://www.teachertoolkit.co.uk/2020/04/14/teaching-memory/</a></p>  | <ul style="list-style-type: none"> <li>• 1,2, 3, 4,7 &amp; 8</li> </ul> |
| <p>Offer alternative provision such as Moulsham Enhanced Provision, Sir Geoff Hurst, Youth Build, CTP and Circles Farm, allowing students to engage in both educational and vocational courses that cater for individual learning needs and skill sets, so that students are engaged in a broader education.</p> | <p>DfE: Alternative provision market analysis / October 2018</p>  | <ul style="list-style-type: none"> <li>• 1, 3, 5 &amp; 8</li> </ul>     |
| <p>Year 7 Transition Curriculum for selected pupils who have struggled to transition from Primary into</p>   | <p>The Transition Toolbox 2019</p>  | <ul style="list-style-type: none"> <li>• 1, 2, &amp; 3</li> </ul>       |

|   |   |                     |
|---|---|---------------------|
| Secondary. Having an adapted curriculum to ensure smooth integration into Key Stage 3 classes.  |   |                     |
| KS4 text books are bought for disadvantaged students  | Child Poverty Action Group: Tackling poverty: a guide for schools October 2020  | • 1, 6 & 7          |
| Enrichment trips run by a wide range of departments, which offers a different learning aspect to curriculum and gives students the opportunity to learn outside the classroom.  | Mathematics / Language and Literacy: EEF<br><a href="https://www.trueeducationpartnerships.com/schools/what-is-ofsted-cultural-capital/">https://www.trueeducationpartnerships.com/schools/what-is-ofsted-cultural-capital/</a> | • 1, 2, 4, 6, 7 & 8 |
| Ensure, where possible, that all students have working technology at home so that they can access SMHW and other online platforms.<br><br>Offer working spaces within the school for students who require support and additional resources, which may not be available at home. | <a href="https://dannicholls1.com/2020/04/05/urgent-action-required-addressing-disadvantage/">https://dannicholls1.com/2020/04/05/urgent-action-required-addressing-disadvantage/</a>   | • 4 & 6             |

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

Budgeted cost: £30,000 (Pastoral Support Staff) £5,000 (Targeted Support) & £8,055 (Enrichment Activities / Crisis Support)

**Total: £ 43,055**

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| Engage parents with their children's progress and attendance through various communication channels including giving them priority opportunities to attend parents evening, face to face meetings, phone calls and emails. | EEF: Parental Engagement<br><a href="https://dannicholls1.com/2020/04/05/urgent-action-required-addressing-disadvantage/">https://dannicholls1.com/2020/04/05/urgent-action-required-addressing-disadvantage/</a><br>Addressing Educational Disadvantage in Schools and Colleges: Wider Approaches: Marc Roland | • 4, 5 & 7                    |
| Address mental health issues through targeted pastoral support, 6 <sup>th</sup> form mentoring, counselling and external interventions such as Reach.  | <a href="https://dannicholls1.com/2020/04/05/urgent-action-required-addressing-disadvantage/">https://dannicholls1.com/2020/04/05/urgent-action-required-addressing-disadvantage/</a><br>Addressing Educational Disadvantage in Schools and Colleges: Social, emotional and mental health: Marc Roland          | • 8                           |
| Cultural capital is promoted and all students are given access to trips and extra-curricular activities including Music lessons and extra-curricular sports clubs.   | Child Poverty Action Group: Tackling poverty: a guide for schools October 2020<br>EEF Toolkit   | • 2, 3, 4, 5 & 8              |



|  |   |  |
|--|---|--|
|  | <a href="https://www.trueeducationpartnerships.com/schools/what-is-ofsted-cultural-capital/">https://www.trueeducationpartnerships.com/schools/what-is-ofsted-cultural-capital/</a> |  |
| Disadvantaged students are promoted as school leaders and ambassadors as they have the same aspirations  | Mentors and College Student Leadership Outcomes:<br><a href="https://muse.jhu.edu/article/478995/summary">https://muse.jhu.edu/article/478995/summary</a>                           | <ul style="list-style-type: none"> <li>• 1, 3, 4, 5 &amp; 8</li> </ul> |
| The gap in attendance between Disadvantaged students and non-disadvantaged students is narrowed through engagement with parents and pastoral interventions in school | The British Psychological Society (2017): Behaviour Change: School attendance, exclusion and persistent absence   | <ul style="list-style-type: none"> <li>• 4, 5 &amp; 7</li> </ul>       |

**Total budgeted cost: £ 195,555**

## Part B: Review of outcomes in the previous academic year

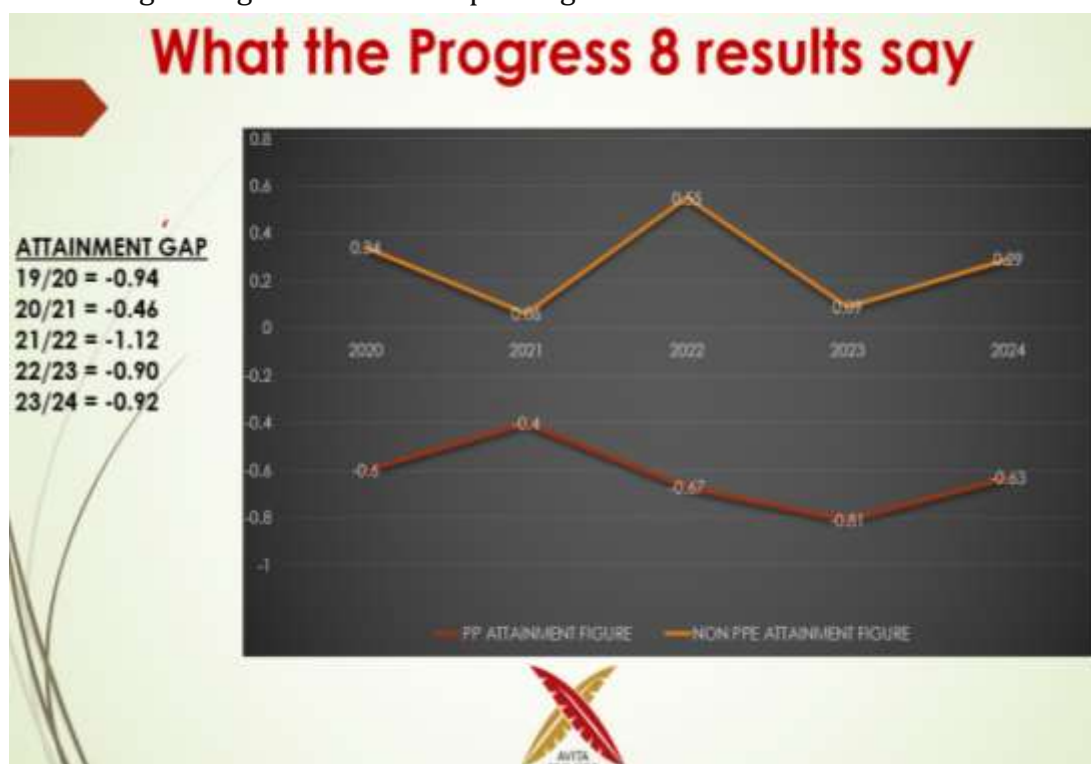
### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on students in the 2023 to 2024 academic year.

#### EXAM RESULTS 2024:

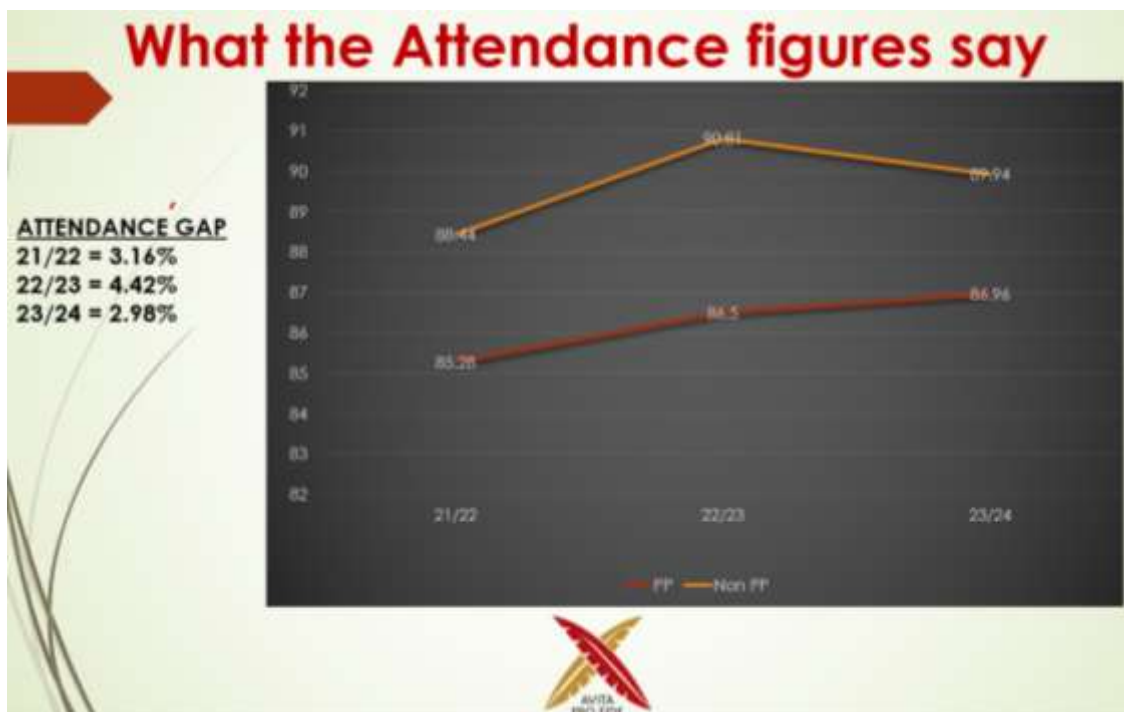
Exam boards are now into their second year of bringing grade boundaries back to the levels seen back in 2019. Interestingly, the GCSE results for the 2024 cohort were the students that were in Year 7 at the beginning of their Secondary Journey. So as a result of their interrupted education, these students starting in KS3 have been majorly impacted. Although St John Payne was open for them, it is still apparent that the learning, both inside and outside of the school has played a significant impact on their results. As much as COVID is a distant memory, the impacts it has had on our disadvantaged cohort has seen the attainment gap between PPG and non PPG become marginally wider. This is generally in line with the national trend. See figures below:

- 2024 results show that the Progress 8 score fell by -0.02 points, from -0.90 to -0.92 with regards to the PP and Non-PP Gap. However, comparing the figure to the previous year (-1.22), it represents a 30% improvement year on year. Also, it is encouraging to see that the total Progress 8 figure for PP students, without looking at the gap was -0.63 in 2024, in comparison to -0.81 in 2023, which means they have made +0.18 progress. So, students are moving in the right direction, it is just that the non PP Progress figures are also improving.



### **ATTENDANCE 2024:**

- Improving attendance is a key part of both the school's and the Department of Education objectives. It is therefore very pleasing to see that the measures SJP has put in place in recent years is now bearing fruit. The gap in attendance between Non-PP and PP students for academic year 23 / 24 is 2.98% which is a huge improvement on academic year 22 / 23, which was 4.42%. It is also much better than academic year 21 / 22, which was 3.16%. Please see information below:
  - 23 / 24 – 86.96% & 89.94% = 2.98%
  - 22 / 23 - 86.50% & 90.92% = 4.42%
  - 21 / 22 – 85.28% & 88.44% = 3.16%
- There has been an improvement in attendance in academic year 23 / 24 of 86.96%, which is a continued positive upward trend. This is very encouraging indeed, considering evidence shows that being in school learning, leads to potential positive outcomes in all aspects of a child's education.
- What has also been encouraging to see over the academic year 23 / 24, is the fact that unauthorised absences has dropped to 4.67% in comparison to 4.88% during the academic year 22 / 23.
- Due to established procedures being put in place for attendance and more emphasis and involvement from key staffs to highlight support, we will hopefully see this continue to grow.

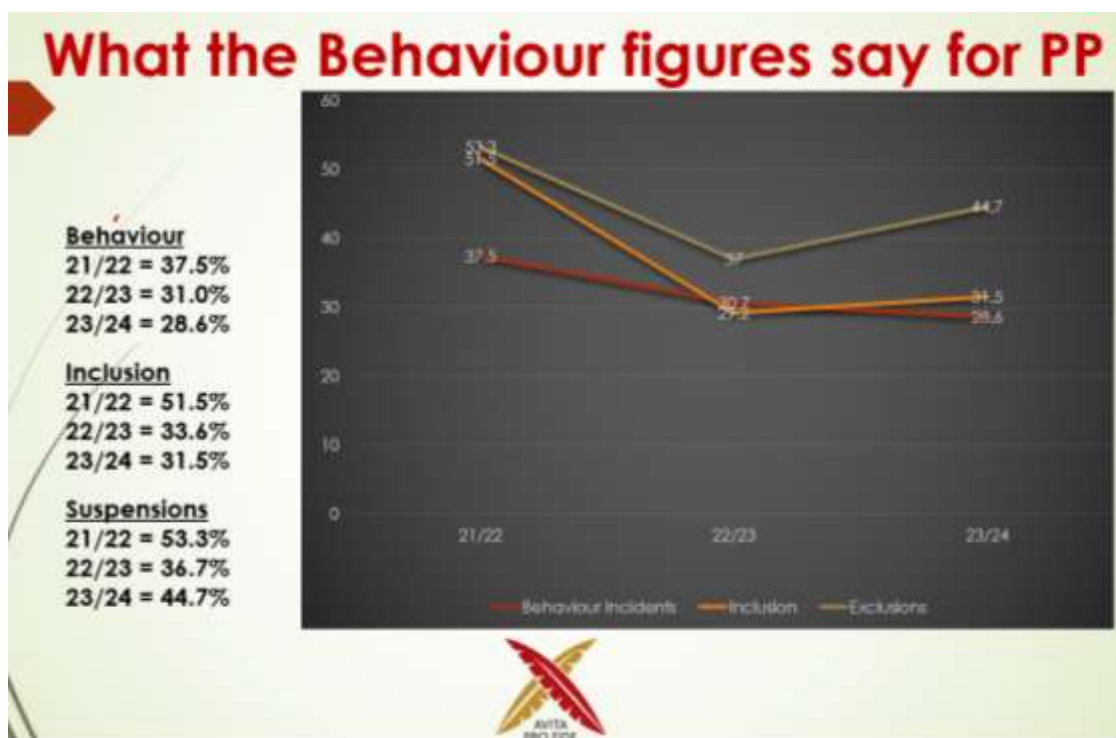


### **BEHAVIOUR 2024:**

- In academic year 23/24, behaviour incidents involving disadvantaged students was 28.6%, compared to 31% in 22/23 and 37.5% in 21/22.

- In academic year 23/24, inclusion incidents involving disadvantaged students was 31.5%, compared to 33.6% 22/23 and 51.5% in 21/22.
- In academic year 23/24, exclusions for disadvantaged students was 44.7%, however this is higher than 22/23 of 36.7%, but still lower than 21/22 exclusions of 53.3%.

It is really encouraging to see that behaviour incidents across the school have seen continued decreases, although exclusion for disadvantaged has increased. Interestingly, the increase in exclusion was down to several students who were continuously making poor choices. In fact two of those students are attending alternative provision for two days, enabling them to engage in something positive outside of school and gain other forms of qualifications. The new behaviour policy launched in 22/23 has seen improvements in the outcomes of disadvantaged students and we are confident that now the Trauma Perceptive Practice Program has been completed, this will again contribute to even more improved behaviour outcomes. We remain cited in local BAP data as referring fewer students for off-site direction and taking in greater share from other schools.



#### **OTHER SUCCESSES 2024:**

- KS3 support and interventions: School - led tuition, Sports Readers and Scholastic Reading has been well supported, with the recent relaunch of the Sports Readers Initiative that started in October 24.
- GCSE Revision Trips: Many students in KS4 benefitted from various opportunities to attend GCSE revision sessions taking place in theatres, cinemas, hotels etc by such providers, like Tutor4U. As well as allowing them the opportunity to get expert revision tips from chief examiners, they also had opportunity to have a day out of school, with several groups having the opportunity to do some shopping in Stratford, White City etc.

- Scholastic reading test results have been positive, with the interventions and literacy lessons that they receive in Years 7 and 8 contributing to better reading outcomes. The results for PP students in Years 7 and 8 highlighted that, whilst the PPG students are working at slightly lower Lexile levels to non PP, they are still classified as 'working towards their age related expectations' along with the rest of year groups. In fact, it is reported that the Year 7 PP students have increased their average Lexile far quicker than anticipated, meaning they are making faster progress overtime. As a school we are now moving over to the New Group Reading Test (NGRT), because we feel that this will provide better data for us and paint a far more positive picture for where interventions are needed.
- Trip Support: All PP students are supported financially for both academic and enrichment trips throughout their time at school. Letters are sent to parents highlighting that potential financial support is available, should they need it. Last academic year, we provided support for 22% of our PP student cohort for trips, contributing £1759.44.
- Breakfast: PP students are entitled to breakfast every morning from 8:15am where they are able to have either toast and cereal. This does not impact their allocated money for spend for break and lunch.
- Targeted inventions: Key Stage 4 and 5 PP students are prioritised for support during the examination years of their education, with revision intervention, 1 to 1 support and resources being provided.
- Resources: GCSE PP students are given all the necessary text books, reading books and equipment to allow them full access to the GCSE curriculums.
- Roles and Responsibilities: PP students are targeted for leadership roles, including working at Columbus school, leading activities in the various Panathlon Challenges that take place throughout the year, competing in sports competitions, being ambassadors for the school during Open Evening, helping to run primary school Sports days are just a few examples of what is provided for our PP students throughout the year.
- Provision: Two of our disadvantaged students attend an alternative provision for one and two days a week respectively and are on a pathway to gain city and guilds qualifications, including trade and mechanics.

### Externally provided programmes

| Programme                             | Provider                                       |
|---------------------------------------|--|
| Diploma qualification in construction | Youth Build                                    |
| Diploma qualification in Mechanics    | CTP  |
| Counselling Support                   | The Wilderness Foundation/The Reach Foundation |

|                                       |                             |
|---------------------------------------|-----------------------------|
| SEMH Therapeutic Educational Program  | Moulsham Enhanced Provision |
| Diploma in Animal Care                | Circles Farm                |
| Tuition in English, Maths and Science | Education Access            |

### Service pupil premium funding

| Measure  | Details  |
|--|--|
| How did you spend your service pupil premium allocation last academic year?      | <p>Funding used towards additional staffing in English and Maths</p> <p>Financial Support for all educational experiences including Trips and Visits</p> <p>Educational Equipment and support for whole school</p> <p>GCSE Revision Guides and Books for Key Stage 4</p> <p>Counselling for students who may need additional support</p> <p>Careers Guidance Officer who offers advice and support for Post 16</p> <p>Hospitality Support, including Breakfast Club</p>  |
| What was the impact of that spending on service pupil premium eligible students? | <p>Smaller class sizes allow for more 1-1 support and intervention</p> <p>Students experience a different way of learning, outside the classroom.</p> <p>Students are equipped for lessons, allowing them to participate and engage in the learning.</p> <p>Revision Guides help support preparation for examinations at both Key 4 and 5.</p> <p>Those students that need extra support, are given opportunities to see expert counsellors, allowing them to feel safer and happier.</p> <p>Offering breakfast in the canteen in the morning of cereal and toast, allows our disadvantage students to access food, setting them up for the day.</p> |

## Further information

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. This will include:

- Offering a broad programme of extra-curricular activities to develop a range of skills, improve behaviour and attendance and boost mental and physical health
- Offering opportunities for leadership in roles outside the school, including supporting students and their sports day at Columbus school, working with Columbus School students during lunchtimes, leading activities in the Panathlon Challenges that we support throughout the year and helping to run primary school Sports days
- Targeted interventions for key students where progress support may be needed.
- Form teacher interventions at least once a term with students and regular parental communications.
- Representing the school in regional public speaking and poetry recital competitions
- Year group retreats within school
- Homework support in the library at lunchtime and after school
- SEMH support within the pastoral hub
- Academic support within the Romero Centre
- Counselling services
- Teachers to engage with disadvantaged parents to encourage them to attend parents evenings and giving them the opportunity to make an appointment.

### Reviewing the effect of our strategy

Since external and internal examination results provide only a narrow measure of the effectiveness of our academic interventions we regularly review our practice through:

- Department reviews which always have a focus on provision for Disadvantaged students
- PP book reviews and student voice
- Lesson observations by Heads of Department, Heads of Year, TLR post holders and SLT
- Attendance data
- SIMS data
- My Concern information
- Termly governor visits
- Governor Disadvantage Champion school visits and review
- Leadership and ambassadorial roles, extra-curricular and trip participation is logged and tracked centrally
- Communication with parents is tracked using SIMS
- My Concern tracks mental SEMH and pastoral interventions
- Disadvantaged Champions Meeting once every half-term with all departments to look at effective strategies and share ideas to meet their needs.
- Annual visit from School Effectiveness Partner to review PP strategies and support.
- Continued monitoring of finances to ensure all students have equal access to support.