



St John Payne Catholic School

Pupil Premium Strategy Statement 2023/2024

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	1178 (Years 7-13) 949 (Years 7-11)
Proportion (%) of pupil premium eligible students	16.4% (194 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 2024
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	£ 189,050
Pupil premium funding carried forward from previous years	£ 65,376
Total Available Funding	£ 254,426

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.

Challenge number	Detail of challenge
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 -0.09 in comparison to PP students at -0.81). This shows a 0.72 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 60% for disadvantaged students in 2023. This is 2% less in 2022. This 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 2022/23 shows that we scored a Lexile level of 829, which is below the expected target of 849.
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 86.5% last year, in comparison to non-disadvantaged / non PP students having 90.92%, highlighting a 4.42% gap. Although this is whole school, it is apparent that last years year 8 and 11cohorts had huge differences in attendance.
6	PP students often do not have access to a quiet space, technology and educational materials at home. With several days lost to teacher strikes, school was partially closed, impacting students access to educational support and provision.
7	Lack of parental engagement 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"> Achieve top quartile for progress made by pupil premium students amongst similar schools Achieve above national average for attainment 8 Achieve above the national average English and Maths 4+ scores for similar schools 	<ul style="list-style-type: none"> 1 - 8 1 - 8 1 - 8
Improve pupil behaviour for learning and engagement in lessons in order to impact positively on progress.	<ul style="list-style-type: none"> Reduce the number of behaviour incidents logged for PP students and bring in line with non PP students 	<ul style="list-style-type: none"> 2, 3, 5, 7 & 8
Improve literacy and numeracy levels at KS3 so that students are able to access the whole curriculum	<ul style="list-style-type: none"> 90%+ of KS3 pupil premium are at or above their chronological age PP students achieve above the national average English and Maths 4+ scores for similar schools 	<ul style="list-style-type: none"> 1 - 8 1 - 8
Improve attendance levels and reduce the number of exclusions	<ul style="list-style-type: none"> PP students will achieve, or exceed, attendance percentages in line with national averages 	<ul style="list-style-type: none"> 4, 5, 6, 7 & 8

	<ul style="list-style-type: none"> • The gap in attendance between PP students and non PP students is reduced between September 2023 and July 2024 • Attendance matters tracked consistently through Team Around the Family (TAF) meetings • Attendance officer meets with parents and relevant students to put into place strategies to get school refusers and poor attenders into school • Reduce the number of PP exclusions and bring in line with the exclusions of non PP students 	<ul style="list-style-type: none"> • 4,5,6, 7 & 8 • 4, 5, 6, 7 & 8 • 4, 5, 6, 7 & 8 • 4, 5, 6, 7 & 8
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"> • Qualitative data from student voice, student and parent surveys and teacher observations • A significant increase in participation in enrichment activities and positions of leadership and ambassadorship roles. 	<ul style="list-style-type: none"> • 1, 2, 3, 4, 5, 7 & 8 • 1, 2, 3, 4, 5, 7 & 8
There are opportunities for enhancing the cultural capital through a variety of enrichment activities including trips	<ul style="list-style-type: none"> • PP students have the financial support which will allow them to participate in enrichment activities 	<ul style="list-style-type: none"> • 1, 4, 7, 8 & 10
Students have access to a more inclusive curriculum	<ul style="list-style-type: none"> • Broaden the curriculum to include functional skills Maths and English • Broaden the curriculum to include vocational and practical courses 	<ul style="list-style-type: none"> • 1 – 8 • 1 - 8

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: £40,000 (SENco) & 1-1 £25,000 (Tutoring)

Total £65,000

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

	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 DfE: School Led Tutoring Guidance The EEF Guide to Supporting School Planning: a Tiered Approach	<ul style="list-style-type: none"> 1, 2, 3, 4.6 & 8
Continue to embed Scholastic Reading Programme across Years 7 and 8 to increase reading for pleasure and improve general literacy. Year 7 and 8 have a literacy lesson each week.	https://files.eric.ed.gov/fulltext/EJ1230683.pdf : Supporting Struggling Readers: A Literature Review / Jennifer Kreitz	<ul style="list-style-type: none"> 1, 2 & 3
Improve students' oracy skills across KS3 and KS4 in all subjects Disadvantage Champions working party raises the profile of spoken language in lessons across all subjects	EEF Toolkit; Oral Language https://classteaching.wordpress.com/2021/09/21/its-all-talk/ https://classteaching.wordpress.com/2019/06/17/structuring-classroom-talk/ https://educationblog.oup.com/primary/bridging-the-word-gap-at-transition-the-oxford-language-report-2020	<ul style="list-style-type: none"> 1, 2, 3 & 8

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

Budgeted cost: £72,000 (Learning Support Staff) £55,000 (Specific Learning Pathways, Alternative Provision, Vocational Curriculum), £14,000 (Students Learning Resources)

Total £141,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Buy –in 1-1 Academic support in GCSE English and Maths: My Tutor so that individual needs of students are met. Offer individualised learning paths / homework in Maths through the on-line platform Sparx across KS3 and 4	EEF: The EEF guide to the Pupil Premium The EEF Guide to Supporting School Planning: a Tiered Approach https://www.ef.com/wwen/blog/efacademyblog/10-benefits-small-class-sizes/	<ul style="list-style-type: none"> 1,2, 3, 4,7 & 8
School-Led Literacy and Numeracy support for Disadvantaged students in Years 7- 9, using 6 th formers for Sports Readers and the Learning Support Team for reading intervention.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants Vocabulary Enrichment Programme: Enhancing the Learning Vocabulary in Children	<ul style="list-style-type: none"> 1,2, 3, 4,7 & 8

	https://www.rcslt.org/wp-content/uploads/media/Project/RCSLT/justice-evidence-base2017-1.pdf https://educationblog.oup.com/primary/bridging-the-word-gap-at-transition-the-oxford-language-report-2020 Mathematics /Language and Literacy : EEF	
Run Literacy interventions across Key Stage 3: Sports Readers Targeted reading support DEAR time	Vocabulary Enrichment Programme: Enhancing the Learning Vocabulary in Children https://www.rcslt.org/wp-content/uploads/media/Project/RCSLT/justice-evidence-base2017-1.pdf Thinking Reading: What every secondary school teacher needs to know about reading – James and Diane Murphy	<ul style="list-style-type: none"> 1,2, 3, 4,7 & 8
Targeted support in English and Maths during tutor time	EEF: The EEF guide to the Pupil Premium The EEF Guide to Supporting School Planning: a Tiered Approach https://www.ef.com/wwen/blog/efacademyblog/10-benefits-small-class-sizes/ Mathematics / Language and Literacy: EEF	<ul style="list-style-type: none"> 1,2, 3, 4,7 & 8
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.	https://www.teachertoolkit.co.uk/2020/04/14/teaching-memory/	<ul style="list-style-type: none"> 1,2, 3, 4,7 & 8
Offer alternative provision courses such as Youth Build, CTP and Circles Farm vocational courses to cater for individual learning needs and skill sets, so that students are engaged in a broader education	DfE: Alternative provision market analysis / October 2018	<ul style="list-style-type: none"> 1, 3, 5 & 8
KS4 text books are bought for disadvantaged students	Child Poverty Action Group: Tackling poverty: a guide for schools October 2020	<ul style="list-style-type: none"> 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 https://www.trueeducationpartnerships.com/schools/what-is-ofsteds-cultural-capital/	<ul style="list-style-type: none"> 1, 2, 4, 6, 7 & 8

<p>Ensure, where possible, that all students have working technology at home so that they can access SMHW and other online platforms.</p> <p>Offer working spaces within the school for students who require support and additional resources, which may not be available at home.</p>	https://dannicholls1.com/2020/04/05/urgent-action-required-addressing-disadvantage/	<ul style="list-style-type: none"> • 4 & 6
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £35,500 (Pastoral Support Staff) £10,000 (Attendance Support)

Total: £ 45,500

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 https://dannicholls1.com/2020/04/05/urgent-action-required-addressing-disadvantage/ Addressing Educational Disadvantage in Schools and Colleges: Wider Approaches: Marc Roland	<ul style="list-style-type: none"> • 4, 5 & 7
Address mental health issues through targeted pastoral support, 6 th form mentoring, counselling and external interventions such as Reach.	https://dannicholls1.com/2020/04/05/urgent-action-required-addressing-disadvantage/ Addressing Educational Disadvantage in Schools and Colleges: Social, emotional and mental health: Marc Roland	<ul style="list-style-type: none"> • 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 EEF Toolkit https://www.trueeducationpartnerships.com/schools/what-is-ofsted-cultural-capital/	<ul style="list-style-type: none"> • 2, 3, 4, 5 & 8
Disadvantaged students are promoted as school leaders and ambassadors as they have the same aspirations	Mentors and College Student Leadership Outcomes: https://muse.jhu.edu/article/478995/summary	<ul style="list-style-type: none"> • 1, 3, 4, 5 & 8
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"> • 4, 5 & 7

Total budgeted cost: £ 251,500

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on students in the 2022 to 2023 academic year.

EXAM RESULTS 2023:

Due to the impact of Covid and exam boards bringing grade boundaries back to levels seen back in 2019, we have seen the GCSE attainment gap between PPG and non PPG get wider. This is generally in line with the national trend. See figures below:

- Results for 2023 show that the Progress 8 figures for PP students was -0.81 in comparison to non-PP students at -0.09. This shows a gap of 0.72.
- Maths and English Results – The progress 8 figure for Maths and English was -0.69 and -0.35 respectively. However, what is encouraging, is, for those PP students with an attendance above 90%, the figures changes quite considerably. For example, in Maths, this goes up to -0.23. This highlights similar trends to last year where attendance plays a huge impact on academic results.
- What has been very effective within the school setting is the 1-1 tuition that is offered and targeted at PPG students. Feedback from students that attend these sessions is very positive.

ATTENDANCE 2023:

- The gap in attendance between Non PP and PP students for academic year 22 / 23 was 4.42%, which was higher than academic year 21 / 22 of 3.16%. This is concerning, however, what is interesting, is during the academic year of 21 / 22, the overall attendance figures was far lower. Please see information below:
 - 22 / 23 - 86.50% & 90.92% = 4.42%
 - 21 / 22 – 85.28% & 88.44% = 3.16%
- There has been an improvement in attendance in 2023 for our PP students, with an overall attendance figure of 90.01% in comparison to 89.82% in 2022 and 88.4% in 2021, showing a positive upward trend.

These improvements and the new procedures that have been put in place by our recently appointed attendance officer, means that we are moving in a positive direction.

BEHAVIOUR 2023:

- In 2023, behaviour incidents involving disadvantaged / PP students was 31%, compared to 30.7% in 2022 and 37.5% in 2021.
- Suspensions for disadvantaged students was 36.7% in 2023, compared to 37% in 2022 and 53.3% in 2021.

It is really encouraging to see that behaviour incidents across the school, especially suspensions continue to fall. Slight amendments to the behaviour policy and the introduction of 'Trauma Perceptive Practice' has seen improvements in the outcomes for disadvantaged students. In fact,

as we continue to invest on our journey through the elements of the TPP, these behaviour incidents will continue to fall. Evidence and feedback have already highlighted positive engagements between teachers and students, due to strategies learnt from TPP.

OTHER SUCCESSES 2023:

- **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.
- **KS3 Maths trips** benefitted the children in terms of cultural capital, as well as allowing them to understand the relevance of maths in the wider world. The activities helped to develop team building skills and promoted positive relationships between students and staff. This is one of many positive student reports:

'The maths trip will be one of my favourite trips – it was so fancy! We saw a magician do maths magic and had a tour of Wembley stadium. It may be a bit of an early start for some but I totally recommend it. The teachers were so nice. They helped us to take photos and gave us an activity sheet that encouraged us to see all of the maths about us all the time in the real world. I'm still speechless!'

- Scholastic reading test results have been positive, with the interventions and literacy lessons that they receive in Years 7 and 8.

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.

- All PP students are supported financially for both academic and enrichment trips throughout their time at school.
- Targeted interventions for Year 11 students, prioritising PP students for support during Key Stage 4.
- GCSE PPG students were given all the necessary text books, reading books and equipment to allow them full access to the GCSE curriculums
- 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, being ambassadors for the school during Open Evening and helping to run primary school Sports days.
- 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 agriculture.

Externally provided programmes

Programme	Provider
English and Maths 1-1 tutoring	My Tutor
Youth Build: Level 1 qualification in construction	Youth Build

BTEC Animal Care	Circles Farm
Counselling Support	The Wilderness Foundation/The Reach Foundation

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 clubs, allow 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.