

ST JOHN PAYNE CATHOLIC SCHOOL PUPIL PREMIUM STRATEGY STATEMENT

1. Summary Information					
Academic Year	2020-21	PP budget FY £143 785	19/20 CFWD £12 992	Strategy review	October 2020
No. on roll (7-11)	952	No. of pupils eligible for PP	174		

2. i Historical comparisons: attendance					
	2015-16	2016-17	2017-18	2018-19	2019-20
PPG	89.5%	89.5%	92%	92.68%	N/A School closure 23/3/20
Non PPG	94.3%	94.04%	95.02%	95.66%	

2. ii Historical comparisons: Progress 8 attainment						
			2017	2018	2019	2020
Progress 8	All		-0.04	0.16	0.2	CAGS
	PPG		-0.88	-0.27	-0.49	
	Non PPG		0.11	0.23	0.35	
	Gap		-0.99	-0.50	-0.84	
Progress 8 English	All		-0.08	0.29	0.48	
	PPG		-0.31	0.22	-0.38	
	Non PPG		0.57	0.30	0.65	
	Gap		-0.88	-0.08	-1.03	
Progress 8 Maths	All		0.42	0.27	-0.09	
	PPG		-0.96	-0.20	-0.56	
	Non PPG		0.08	0.35	0.00	
	Gap		-1.04	-0.55	-0.56	

2 iii Historical comparisons: Exclusions			
	Non PPG	PPG	PPG as % of all
22015/16	151	109	41.9
2016/17	122	79	35.7
2017/18	88	54	38.0
2018/19	92	23	20.0
2019 – March 20th 2020	34	23	40.4

3 Current attainment 2020 summary					
	Students eligible for PP 2017-18	Students eligible for PP 2018-19	Students not eligible for PP 2017-18	Students not eligible for PP 2018-19	2019-20
Average KS2 prior attainment	4.4	4.97	4.66	4.95	N/A due to GCSE exams not being sat
% attaining English & mathematics at 4+	50%	79%	48%	77%	
% attaining English & mathematics at 5+	27%	63%	13% (48% English; 19% Maths)	56%	
% attaining 5 standard passes including EM: grades 9-4	42%	76%	48%	71%	
Progress 8 score average	-0.27	0.23	-0.49	0.35	
Attainment 8 score average	37.5	53.52	38.56	53.98	

4. Barriers to future attainment	
1	Lower reading ages and literacy and numeracy acquisition lead to slower rates of progress
2	GCSE course content and exam questions require high levels of literacy and reading comprehension
3	Attendance, engagement and behaviour for learning can adversely impact progress

4	The gap between PPG and PPG has already widened before students start secondary school
5	PPG students have been disadvantaged by school closure due to COVID.

5 Pupil Premium Grant: 19-20		
Allocation of 2019-20 Financial year budget	£ 144,885	Detail
Staffing	100,000	Additional staffing affords smaller class sizes in En/ma; disadvantaged students placed to allow access to best teaching and partnership with models of success
1:1 tuition En/ma	2, 100	Ceased Spring term 2019
Counselling services	13000	Counselling to develop self-esteem and aid mental health & wellbeing: Catch 22, bereavement counselling, YMCA, Renew, (BCCS)
Accelerated Reader	0	Promoting reading and literacy skills to improve access to learning across curriculum
Alternative provision	20 000	Circles Farm, Essex Youth Build, Wilderness : develops self-esteem and responsibility
Other resources,	9,785	Uniform, music lessons, travel, meals, visit support, enrichment activity support, study guides / texts, rewards
Total projected expenditure	£144,885	

6 Pupil Premium Grant: 20-21		
Carry Forward	12 992	Detail
Pupil Support courses	12 697	Youth Build, Wilderness, Circles Farm : develops self-esteem and responsibility
Travel	295	
Allocation of 2020-21 Financial year budget		
Staffing	100,000	Additional staffing affords smaller class sizes in En/ma; disadvantaged

		students placed to allow access to best teaching and partnership with models of success
Careers	3 500	Students given careers advice regarding Further Education courses and careers
Counselling services	10 000	Counselling to develop self-esteem and aid mental health & wellbeing: Renew
Text books	2248	
Accelerated Reader	0	Promoting reading and literacy skills to improve access to learning across curriculum
Alternative provision	2110	Heybridge, Essex Youth Build, Wilderness, Circles Farm : develops self-esteem and responsibility
Other resources,	1350	Uniform, music lessons, travel, meals, visit support, enrichment activity support, study guides / texts, rewards
Total expenditure: Feb 2021	£119, 208	
Balance Feb 2021	£24, 577	

7 Desired outcomes		
	Support & intervention	Success criteria
Improved rates of progress in English & maths across KS3	Grouping to afford lower achieving students access to best teaching and opportunities to partner with students demonstrating positive engagement and models of success; dedicated intervention time in English & maths	Narrowed attainment gap between PP and non PP Baseline assessment of students receiving 1:1 tuition; progress monitored via tracking and tutor/class teacher assessment Additional support offered as identified via tracking
Students aware of how they can	Careers advice	Students achieve the qualifications so that they can successfully

achieve long term goals		move on to the next stage of their education
Students are emotionally resilient and supported	1-1 counselling provided	Emotional well-being has positive impact on attendance, progress and social relationships
Increased reading ages for Year 7 students	DEAR; literacy and reading comprehension starters in English	Reading ages increase at rate to narrow gap between PP and non PP students
Students remain in education and are put on courses that allow them to succeed	Reduced timetables. External agencies provide courses that suit the individual needs to students	Students remain in education and attain qualifications that will allow them to progress into further education / apprenticeships
Improved ability to access GCSE examination papers	Exam literacy	Increased % of students achieving/exceeding targets
Improved behaviour for learning	Reduced curriculum; curriculum support lessons; mentoring; Chaplaincy & Pastoral support; <i>'Catch them doing something right'</i> .	Reduction in behaviour points, Inclusion, and fixed-term exclusion
Increased attendance	School based meetings; Attendance officer family liaison	Reduced gap in attendance

7 i Planned action Financial year 2020-21

Quality of Education

	Desired outcome	Action	Rationale	Review/Success criteria
1	Equitable progress for disadvantaged students	Equitable deployment of best teaching and grouping allocation to afford disadvantaged students best opportunity of success; CPD: best teaching strategies to stimulate, engage & challenge	Offer students with lowest literacy & numeracy a model of success	Timetable audit; strategies promoted in CPD to be observed in learning walks; results to indicate narrowing of achievement gaps Progress 8 gap between PPG and non PPG closes
2	Improved use of data to identify under	Train teachers in monitoring and tracking progress; communicate underperformance with students &	Identification of underperformance allows targeted	Accurate tracking; record of targeted support; tracking & results evidence progress

	performance and implement support	parents; class teacher/HOD/Tutor/Pastoral/SLT to address barriers to learning	support and evaluation of impact	
3	Improved literacy at KS3	Literacy lessons at KS3, DEAR time and use of Accelerated Reader program / Star Reading tests to improve literacy skills and identify where extra support / differentiated resources are needed. Year 9 and 10 students support Guided Reading in the DC during registration (Years 7 and 8)	Students can better access the curriculum	Gap between reading age and chronological age decreases. Evidence of improved literacy skills
Targeted support				
1	Improved progress in En/ma	Targeted tutor time support in English and Maths; strategic grouping to afford disadvantaged access to best teaching and opportunities to partner with role models of success	En/ma are key to progress across curriculum	Timetable/groups audit & student voice 1-1 to cease in April 2019 following a review / student voice that showed that impact was negligible
3	Improved attainment at GCSE	Targeted revision in Year 11 for those under target	More able students who are reaching or exceeding their target grades can work independently. Revision to be targeted where it is most needed.	GCSE results improve across all subjects
4	Improved revision skills	Action Jackson assembly with all Year 11. Action Jackson work with targeted	Aspirations raised and students will know how to revise	Improved GCSE results for lowest attainers

		under-achievers		
5	Improved progress	Whole school focus : quality of education for SEND/PPG/lowest attainers	Improved provision for targeted groups	Progress 8 figures increase for SEND / PPG students
6	Smoother transition between KS2 and KS3	Form group Induction days with Head of Year, Form tutor and SLT	Least confident Year 7 students settle more quickly into secondary school. Tutors know their tutor groups before they arrive in school in September	Student voice, improved attendance, reduced BPs
7	All students have access to resources, retreats, trips	Funds to be allocated so identified needs are met	There is equity in terms of provision and opportunity for students	Students have the revision books and texts they need to succeed at KS4. All students have opportunities to engage in the wider life of the school
8	Students are resilient and mentally healthy	Identified students are given counselling/ support	Good mental health has a positive impact on learning	Better progress Better attendance Better engagement in lessons Fewer pastoral concerns
9	Year 12 students support students in English and Maths when possible)	Year 12 are trained to offer subject support. Volunteers support targeted students in classes suggested by HODs	Students benefit from individual support in Maths and English Students benefit from positive relationships with students in Year 12	Students make better progress in English and Maths Students' self-esteem improves from positive relationships with older students

