

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium for the 2024 to 2025 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 the Baptist School
Number of pupils in school	1538
Proportion (%) of pupil premium eligible pupils	7.63%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2025
Date this statement was published	13/12/24
Date on which it will be reviewed	Dec 2025
Statement authorised by	Damien Kelly
Pupil premium lead	Lewis Ali
Governor / Trustee lead	Tom Ketteringham

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£100,670
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£100,670

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
---	--

Part A: Pupil premium strategy plan

Statement of intent

At SJB all groups of students make exceptional progress. We recognise that not all students who receive free school meals are disadvantaged and that some students who are disadvantaged/vulnerable are not registered or do not qualify for free school meals. We therefore allocate the Pupil Premium funding to support any student or group of students who are vulnerable or who are identified as a priority by the school's tracking processes and pastoral systems.

We continually review the best means to improve the achievement of all our students with special regard to those who are disadvantaged or vulnerable in any way. We work flexibly to ensure that all children receive the support they need in order to achieve their full potential.

Challenges

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

Challenge number	Detail of challenge
1	The attainment data (following lockdowns) of disadvantage pupils is generally lower than that of their peers and teacher diagnostics assessments suggest that many pupils particularly struggle with literacy and problems solving tasks.
2	Assessments, observations and discussions with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.
3	Our observations suggest that many lower attaining disadvantaged pupils lack meta-cognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is indicated across the curriculum, particularly maths and science.
4	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is particularly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.
5	Our attendance data, (post-pandemic) indicates that attendance among disadvantaged pupils has been lower than for non- disadvantaged pupils.
6	Our assessments, observations and discussions with pupils and families suggests that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by national data. This has

	resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations, especially in maths and English.
7	Our disadvantaged pupils do not have the financial support to provide all the learning and educational resources that their non-disadvantaged peers have access to.

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
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4.	By the end of our current plan in 2024-25, the gap between disadvantaged and non-disadvantaged pupils will be less.
Improved reading and comprehension amongst pupils across KS3 (and KS4 where there is a legacy of underperformance)	Reading and comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons.
Improved meta-cognitive and self-regulatory skills among disadvantaged pupils across all subjects.	Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by pupil engagement in lessons.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> - Qualitative data from student voice, student and parent survey and teacher observations. - A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024-25 demonstrated by: <ul style="list-style-type: none"> - The overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being no more than 2%.
To ensure a level playing field between the disadvantaged and non-disadvantaged pupils in terms of the learning/educational resources available to them.	All pupils have access to the same learning/educational resources and opportunities.

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: £ 3,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA Training	Increasing the capacity of ELSA support available within the school will allow us to support more pupils.	4, 5
Teacher & LSA CPD on meta-cognition and self-regulation	Upskilling all teaching staff and LSAs will allow them to support the development of these skills across the curriculum	3

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

Budgeted cost: £74,170

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group teaching in Maths and English by running extra groups.	Reducing pupil numbers in class improves pupil outcomes.	1, 6
Engaging with bespoke 1 to 1 subject tutoring service provided by Academic Tutors.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind both 1:1 and in small groups.	1, 4, 6
Implement a targeted intervention programme for reading and	Targeted support and reading comprehension strategies can have a positive impact on pupils' ability to	1, 2, 4, 6
comprehension to close the gap for all children more than 2 years behind reading/comprehension age.	understand text and this is particularly the case when interventions are delivered over a short time span by experts.	

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

Budgeted cost: £23,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA support provided for all pupils who need it including those who are disadvantaged provides a proactive way of managing mental health and wellbeing issues.	Working proactively to improve wellbeing is a documented way of reducing significant mental health issues. Improving wellbeing will lead to increased attendance.	4, 5, 6
Ensure access to technology, other educational resources and opportunities to support learning both in and out of the classroom.	Disadvantaged pupils do not always have the same opportunities as their non-disadvantaged peers. By ensuring they have access to the same resources as their peers we can level the playing field.	4, 7
Ensure access to educational visits.	Disadvantaged pupils do not always have the same opportunities as their non-disadvantaged peers. By ensuring they have access to the same educational visits peers we can ensure equity.	1, 4, 7
Ensure all can access school and arrive on time so that learning is not missed by providing support with transport.	Evidence shows a direct correlation between attendance and educational outcomes. Ensuring all students can get to school each day is vital.	1
Ensure all students are able to participate fully in all curriculum activities by providing necessary resources ie. uniform, sundries etc.	Evidence shows a direct correlation between attendance and educational outcomes. Disadvantaged students need to feel the same as their peers and have access to the basics of uniform, pens and pencils etc. for learning.	1, 7

<p>Appoint a Disadvantaged and Pupil Premium lead in an Associate Assistant Head capacity.</p>	<p>A Member of staff responsible for the overall strategy of disadvantaged and pupil premium students is advantageous to schools in terms of long term strategizing, collaborating with other Disadvantaged and PP Leads as well as taking ownership of initiatives and intervention strategies</p>	<p>1, 4, 6, 7</p>
--	---	-------------------

Total budgeted cost: £ 100,670

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 2023 to 2024 academic year.

GCSE results 2023-24 indicated that the performance of disadvantaged pupils was below that of their non-disadvantaged peers. Progress for disadvantaged students was -0.11 (11 disadvantaged students in the Year 11 cohort) The gap between disadvantaged and non-disadvantaged pupils is evident although several factors must be considered; pandemic legacy, interruption to formative secondary school years, significant SEMH needs on an individual level and levels of disengagement. This data has been affected by a small number of students that faced significant challenges throughout their time here at SJB. The impact of the COVID-19 pandemic was mitigated by our resolution to maintain a broad, balanced and high-quality curriculum for all. Beyond internal interventions the school utilized funding from the National Tutoring Programme and targeted those identified as most in need.

EBacc entry was in line with the previous 5 years.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health have been significantly impacted due to pandemic related issues. The impact was particularly acute of disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils and targeted interventions where required. We continue to build on this as the students move through the school.

'The Day' has been introduced into our Pastoral Curriculum for all. This is part of our literacy programme, providing daily access to high quality news articles (pertinent to age/ ability) that all learners can engage with.

Access to careers information, advice and guidance is fundamental when trying to raise aspirations amongst this group of learners. A key part of our Careers provision was to prioritise Pupil Premium and disadvantaged students when scheduling 1-to-1 meetings. This helped to secure the 'next steps' for all.

Unrestricted access has been provided to PP students to culturally enriching trips and visits including theatre trips, humanities excursions, residential opportunities (to develop peer relationships, social skills and equity of opportunity) and access to private music lessons,

Throughout the academic year more extracurricular opportunities have been created; providing every child with an opportunity to engage in a non-curriculum activity. All subject areas are now expected to offer a club. Participation and parental support has steadily improved. A concerted effort has been made to ensure every student in Key Stage 3 who is disadvantaged attends at least one club per week. We strive to remove barriers that can prevent students from accessing the extra curricular and wider school provision that we offer.

Heads of Year work incredibly hard to ensure that all disadvantaged pupils, both those for which we receive PP funding and those just above the threshold, are supported in accessing the curriculum resources and pastoral support they need to thrive. The Assistant heads of Year's continue to champion the disadvantaged students in their care and continue to provide personalized meetings that ensure a readiness to learn and a trusted adult in school.

SJB continually seeks to utilize technology in a way that creates equity for all learners. Examples include: Sparx Learning, Lexia, Uplearn, Seneca.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Thinking Reading	Thinking Reading
E-Platform	E-Platform
Sparx Reader	Sparx Learning Ltd
Sparx Maths	Sparx Learning Ltd
Sparx Science	Sparx Learning Ltd
Bespoke 1 to 1 Tutoring	Academic Tutors

