



## Pupil Premium Strategy 2021-22: St John Fisher Catholic Comprehensive School

**This document is the impact review. The milestones for 2021-22 have been rag rated with key evidence added as review comments. The review of this strategy and discussions have led to the development of the 2022-23 strategy.**

1. Summary information					
<b>School</b>	St John Fisher Catholic School, Ordnance Street, Chatham, Kent ME4 6SG				
<b>Academic Year</b>	2021-22	<b>Total PP budget</b>	£281,198	<b>Date of most recent PP Review</b>	Sept 2021
<b>Total number of pupils</b>	960	<b>Number of pupils eligible for PP</b>	343	<b>Date for next formal review of this strategy</b>	September 2022
<b>Looked After PP</b>	11	<b>Service family PP</b>	2	<b>Other PP</b>	330

Current attainment – data obtained from SchoolVue								
	Pupils eligible for PP				Pupils not eligible for PP			
	2019 school	2019 national <sup>1</sup>	2020 school	2021 school	2019 school	2019 national	2020 school	2021 school
% achieving 4+ in English and Maths	41%	44.7%	51%	33%	63%	71.8%	63%	65%
% achieving 5+ in English and Maths	14%	24.7%	26%	21%	38%	49.9%	41%	39%
Progress 8 Score average	-0.32	-0.45	+0.15	N/A	+0.23	0.13	+0.82	N/A
Attainment 8 average Score	36.06	36.7	39.57	34.3	44.28	50.3	47.86	45.7

<sup>1</sup> N.B. National data for Summer 2020 is expected to be released in November: <https://www.gov.uk/government/statistics/announcements/key-stage-4-performance-2020-provisional#history>

<sup>2</sup> N.B School Progress 8 Measures unavailable due to TAG and CAG used in 2020 and 2021 respectively.

% entering the Ebacc	22.45%	27.5%	2.56%	0	35%	44.5%	18.37%	5.94%
Average Ebacc score	2.95	3.08	3.23	0	3.8	4.45	4.11	4.56

2. Barriers to future attainment	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	The school needs to continue improving access to resources for some pupil premium students. The recent COVID-19 pandemic has shown that not all students have access to effective ICT at home (either due to a lack of devices or internet access). The government has provided some laptops and dongles, but we estimate a small shortfall.
B.	The school needs to continue improving teaching and learning in the school to Outstanding, developing staff so that they increasingly are effective in improving the outcomes for PP students by addressing their barriers to learning.
C.	The school needs to continue strengthening the effectiveness of systems to monitor and improve outcomes data for PP students, particularly HPA/PP students.
D.	The school needs to continue to strengthen the breadth and balance of its curriculum so that there are appropriate pathways for PP students and they are fully prepared for a range of post-18 opportunities.
E	PP attendance rates are below school averages. This reduces their school hours, therefore causing them to fall behind.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
A	Chatham Central (LSOA Medway 021A), where the school is located, is ranked 2 in the index of multiple deprivation, meaning it is in the 20% most deprived neighbourhoods in the country.
B	Chatham Central is in the second decile for the employment index, meaning that unemployment rates are amongst the 20% worst in the country.
C	Chatham Central is ranked in the most deprived 40% nationally for education, skills and training.
D	Chatham Central is in the second decile for the IDACI index, meaning that it is ranked in the worst 20% of the country in terms of child poverty.

Three Year Plan		
2019-2020	2020-2021	2021-2022
<ul style="list-style-type: none"> <li>Developing and trialling a range of evidence-based interventions.</li> <li>Raising the profile of Pupil Premium students.</li> <li>Model revision strategies, resilience etc. to students and parents</li> <li>Start to improve access to services.</li> <li>Pupil premium students have improved attainment in STEM subjects</li> <li>Improved Pupil Premium attendance to extracurricular/educational visits</li> <li>Fewer negative Behaviour Watch points for Pupil Premium students.</li> <li>Developing relationships with Wrotham School and Walderslade Girls</li> <li>Developing structures and systems for parental engagement to increase positive experiences of school.</li> <li>Developing leadership roles for Pupil Premium students in year 11</li> </ul>	<ul style="list-style-type: none"> <li>Invest in developing excellent teachers to improve outcomes for all students, including pupil premium students. 1</li> <li>Continue to invest in an attendance officer and attendance support, as well as an Educational Psychologist, to support PP students in their return to school post -lockdown. 3</li> <li>Introduce systems to monitor extracurricular engagement as well as academic achievement, enabling tracking and intervention with students (including pupil premium students) who are not engaging with the range of opportunities on offer. Continue to embed high-quality data monitoring systems. 3</li> <li>Introduce a new behaviour monitoring system to ensure greater consistency in monitoring and intervention processes. 3</li> <li>Embed working relationships with schools who have successfully addressed the pupil premium achievement gap, using these to share good practice and understand what may work in our setting. 3</li> <li>Continue to deploy selective intervention on an evidence-informed basis, not a one-size-fits-all approach. 2</li> <li>Restructure the leadership of Pupil Premium so that it is managed directly by Senior Leadership.</li> <li>Employ a temporary Associate Assistant Headteacher for two years to provide some extra capacity in supporting Pupil Premium work.</li> <li>Refine systems of communication so that parents and carers have easier access to information about their children. 3</li> <li>Develop closer working relationships with alumni and universities so PP students see the range of opportunities open to them. 3</li> </ul>	<ul style="list-style-type: none"> <li>Senior and middle leaders lead effectively and proactively on Pupil Premium.</li> <li>Pupil Premium students engage effectively with onsite resources to minimise the gap with non-Pupil Premium students</li> <li>Pupil Premium parents support their children effectively</li> <li>Pupil Premium students access extracurricular opportunities at the same level as non-Pupil Premium</li> <li>Significantly narrow the gap in Pupil Premium and non-Pupil Premium attainment, including the EBacc measure.</li> <li>No gap in Behaviour outcomes.</li> <li>Systems for sharing good practice are embedded</li> <li>Parents are proactive in engaging with school life.</li> <li>Pupil premium students are an integral part of school life.</li> </ul> <p>Green – Strong evidence for this target  Amber – Limited evidence for the target  Red – No evidence for the target, This to be the main focus for the next PP Statement.</p>

**Commented [SB1]:** SBO has held meetings with CLs to ensure PP strategies are embedded.

**Commented [SB2]:** Student engagement module pilot is able monitor attendance of PP and NonPP pupils. PP pupils are attending but at a lower rate than NonPP pupils.

**Commented [SB3]:** Parent workshops to be implemented to engage with PP parents.

**ParentVue module launch and data. (66% PP pupils)**

**Commented [SB4]:** PP pupils are attending a range of extracurricular activities as evident in the Student Engagement pilot. Next step is to ensure attendance is at the same level to NonPP pupils.

**Data shows that PP attendance is higher in Year 7 and 11 pilot of student engagement module.**

**Commented [SB5]:** Data shows that the gap between PP and NonPP pupils is narrowing between years 8-11. Purely PP pupils are outperforming NonPP pupils in years 10 and 11.

**Commented [SB6]:** BehaVue data shows PP have disproportionately high numbers of On Calls. SBO to meet with HoY and behaviour leads to discuss key individuals.

**New method of tracking PP with behaviour concerns from good practice visit.**

**Commented [SB7]:** Partnership with EEF and other local schools in the process of being set up.

**Commented [SB8]:** Parents have signed up to the Friends of SJF network. Will start to be utilised in school events.

**Pilot of ParentVue so parents have access to up to date information regarding their child. 66% of views from PP pupil's parents.**

**Commented [SB9]:** PP pupils are represented in the student council, prefect and ambassador schemes.

3. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improved outcomes for all PP students including a narrowing attainment gap between SJF external examination results and national PP outcomes. Measured by 2022 GCSE and GCE external results and internal end of year assessments	Narrow the attainment gap between PP and NPP students. Ultimate goal: 70% pupil premium students across all Key Stages to make expected progress and 30% to exceed expected progress.
<b>B.</b>	PP students receive the same high-quality teaching and learning as NPP students. Measured by lesson observations, book looks and analysing student outcomes.	100% of teaching to be judged good or outstanding. Support in place to bring about rapid improvement where teaching not judged to be outstanding.
<b>C.</b>	PP students have the resources and behaviours necessary to access the curriculum and succeed in their learning. Measured by EngageVue and BehaVue data as well as student voice surveys.	PP students are accessing Microsoft Teams and, as needed, are supported with additional learning resources such as revision guides. PP student behaviour data shows improvement. Student voice surveys show that students feel positive about their learning and know how to access further support.
<b>D.</b>	Raise Pupil Premium attendance so that it is line with national expectations for all pupils (96% attendance). Measured by attendance figures.	Percentage attendance of pupil premium students will be in line with national expectations. Due to the pandemic, it is not appropriate to compare 20-21 data with 21-22; however, the attendance gaps between PP and non-PP students is to be reduced.
<b>E.</b>	Accurate assessment of PP pupils enables effective tracking of progress and intervention to be put in place where necessary, particularly for HPA/PP students. Measured by 2022 GCE and GCSE external results and internal end-of-year assessments.	SchoolVue reports in place for Years 7-13; intervention with RED list students as necessary. Alternative curriculum /SEN support to be put in place for PP students as needed.
<b>F.</b>	Pupil premium students are equally represented in activities that increase cultural capital and aspirations.	Enrichment attendance data shows students are accessing extracurricular opportunities such as online intervention, virtual events and clubs. Audits to be used to ensure the correct extracurricular offer.
<b>G.</b>	Parental engagement is limited; attendance to events such as Parents' Evenings is sometimes around 50%. Plans made are designed to be Covid-proof.	Improved engagement across a range of communication channels.

N.B: A **yellow highlight** in this document indicates planned expenditure.

4.			5. Planned expenditure			
Academic year		2021/22				
			The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.			
i. Improve classroom pedagogy						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Cost	Staff lead	When will you review impact?
PP students receive the same high-quality teaching and learning as NPP students.	Developing the use of TEAMS as the school's online learning platform to ensure that students who must self-isolate due to the pandemic have equal opportunity access to resources.	<a href="https://lauramcinerney.co.uk/i-had-a-dream-about-post-lockdown-schools/">https://lauramcinerney.co.uk/i-had-a-dream-about-post-lockdown-schools/</a>  'Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress.' ( <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/digital-technology/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/digital-technology/</a> )	Ensuring that staff and students are skilled users of the TEAMS platform through training and information.  Ensuring that all lessons are placed on the TEAMS platform.  SLT and MLs to survey Teams regularly to check that staff are uploading work according to expectations.  Student voice survey of PP and NPP students to check that they are aware of and accessing Teams resources.  Assessments to be delivered via Teams when appropriate and necessary due to COVID related absence.	Cost of computer hardware: <b>£1500</b>	IJO	HT1: All staff updated on use of Teams with an agreed SOP. IJO survey of Teams provision complete.  HT2: Year 11 PPEs placed on TEAMS. Any pupils unable to attend in person can complete the assessments  HT3: Review of work on TEAMS shows staff are uploading work as per the SOP.  HT4: Revision resources for exam groups shared via TEAMS for pupils to continue learning outside the classroom.  HT5: Assessments delivered by TEAMS when pupils unable to attend

	<p>Lesson observation focused on pushing the good teaching at SJF towards outstanding as well as supporting those who are developing their teaching proficiency. There is a shared understanding of what 'high quality' teaching looks like and leaders at all levels are involved in the observations, feedback and action process.</p>	<p>'The quality of teaching is by far the biggest factor within schools that can make a difference to the achievement of children and young people' (Coe et al, 2014)</p> <p>'Focus on high quality teaching first rather than on bolt-on strategies and activities outside school hours.' P.10, <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_achievement_of_disadvantaged_pupils.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_achievement_of_disadvantaged_pupils.pdf</a></p>	<p>Creation of an observation schedule that incorporates observations by SLT, CLs and TLR holders.</p> <p>Development of a clear observation and feedback SOP.</p> <p>Training in observation and feedback for all SLT and TLR holders. An expectation that there is an observable impact on a teacher's practice following observation and feedback.</p> <p>New model for QA of T&amp;L since returning to lockdown. Model to use learning walks and feedback with staff.</p> <p>Use of external consultant to work with ECTs and staff identified as needing support. Model of targeted planning sessions and follow up observations to be used.</p>	<p>Cost of training time <b>£250</b></p>	IJO	<p>HT1: Observation and book look schedule arranged and started. Behaviour consultant working with specified teachers with planning sessions and follow up observations.</p> <p>HT2: All teachers seen during term 2. Follow-up observations and support where necessary.</p> <p>HT3: ECT staff supported with regular observations as per the ECT framework.</p> <p>HT4: T&amp;L observation schedule as set out by T&amp;L lead. Observations and book looks of all teaching staff and year groups.</p> <p>HT5: All TLR holders have had training in how to observe and give high quality feedback to other staff.</p>
	<p>Ensure that low achieving groups have high quality teachers</p>	<p>'Deploy the best staff to support disadvantaged pupils', p.10 <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_achievement_of_disadvantaged_pupils.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_achievement_of_disadvantaged_pupils.pdf</a></p>	<p>Meet with curriculum leads to discuss where there are concerns; review current timetable to see if changes can be made.</p> <p>Review timetable allocation plans for 2021-22 to ensure that any issues have been addressed.</p>	£0	VWA	<p>HT1: CLs instructed to ensure a good spread of experience for different teaching groups.</p> <p>HT2:</p>

		<a href="#">3974/DFE-RR411 Supporting the attainment of disadvantaged pupils.pdf</a> , p. 10	Review of underperforming teaching groups after DWs with actions for CLs and SLT where necessary.			<p>Meetings with CLs to discuss key teaching groups and ensure strategies are in place where necessary.</p> <p>HT3: Teaching groups highlighted in RS summaries.</p> <p>HT4: Timetabling to give all staff a range of abilities and KSs. All CLs/ HoY told to ensure this is consulted upon.</p> <p>HT5: DW2 summary of Yr8 teaching groups highlighted with CL and SLT LM, strategies to bring about improvement discussed and shared.</p>
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ii. Targeted support						
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Cost	Staff lead	When will you review impact?
Improved outcomes for all PP students including a narrowing attainment gap between SJF external examination results and national PP outcomes.	Restructuring of pupil premium responsibility so that it sits with the DHT Curriculum and a new Associate Assistant Head with shared responsibility for Raising Standards; each faculty to have a member of staff linked to Pupil Premium.	<p>'Have clear, responsive leadership: setting ever higher aspirations and devolving responsibility for raising attainment to all staff, rather than accepting low aspirations and variable performance.' P.10,</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf</a>,</p>	<p>Linked PP faculty members to be trained in their role by DHT/AAHT so that there is clarity around what good practice looks like in their subject.</p> <p>Review of faculty meeting minutes to ensure that good practice around PP students is effectively cascaded</p> <p>Regular reports to governors' SMIC on pupil premium progress</p>	Cost of internal AAHT appointment (upgrading staff member from ML to SLT) <b>£25000</b> including on-costs	SBO	<p>HT1: Key subjects identified from Summer 2021 exams CLs met with to discuss PP outcomes and strategies within departments.</p> <p>HT2: SBO has met with departments identified above with large PP NonPP gap. Strategies to employ have been discussed.</p>

						<p>HT3: Raising Standards summaries to highlight PP gap. This is shared with SLT LM of CLs to answer and act on discussion points.</p> <p>HT4: PPE results meetings for exam groups with HT and RS DHT, strategies for key groups discussed.</p> <p>HT5: Raising Standards summaries for year groups to highlight PP gap. This is shared with SLT LM of CLs to answer and act on discussion points. PP Good practice visit on 27.6.22 to Durrington School.</p>
	Undertaking good practice visits to other schools to find out what works in their context	<p>'The EEF has designed the Families of Schools database to support schools with meaningful benchmarking and to facilitate greater collaboration.'</p> <p><a href="https://educationendowmentfoundation.org.uk/tools/families-of-schools-database/">https://educationendowmentfoundation.org.uk/tools/families-of-schools-database/</a></p>	<p>Senior Leaders to attend 2-3 good practice visits to other schools in a similar context; clear focus on what works well.</p> <p>Followed by presentation to SLT meeting explaining what has been found out and how it is going to influence practice</p> <p>Next steps put in place and evaluated over the next twelve months</p> <p>SBO to attend PP Strategy Planning session on 19.10.21. Findings to be</p>	<p>Cost of cover for good practice visits: 4 days cover approx. <b>£1000</b></p>	VWA AAHT	<p>HT1: PP Strategy meeting attended by SBO. PP Strategy document created based on this training.</p> <p>HT2: SBO attended training 19.10.22. This has informed the strategy planning and ensure the correct documentation is present.</p> <p>HT3: SBO has formed links with EEF regional partnership.</p> <p>HT4:</p>



			used to ensure PP strategy is fit for purpose.			<p>SBO has formed links with the EEF and Durrington High School to establish a working partnership.</p> <p>HT5: SBO has continued to read up to date guidance on PP from EEF and other sources. Attended PP CPD on 13.7.22</p>
PP students have the resources necessary to access the curriculum and succeed in their learning.	<p>On a case-by-case basis, students are supplied with additional resource including:</p> <ul style="list-style-type: none"> <li>• Uniform</li> <li>• Subsidised travel to and from Easter Forum revision</li> <li>• Revision guides</li> <li>• Trips</li> <li>• Laptops for students who do not have access to online study at home during lockdown</li> <li>• DoFE subsidisation</li> </ul>	<p>'Have an individualised approach to addressing barriers to learning and emotional support, at an early stage, rather than providing access to generic support and focusing on pupils nearing their end-of-key-stage assessments' P.10,</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf</a>,</p>	<p>Training delivered to HOYs from DHT/AAHT about running student voice exercises.</p> <p>HoYs to survey student voice about each student's barriers to achievement in their year group; DHT RSL to conduct close-up analysis of pupil premium pupils' needs</p> <p>Followed up by 1:2:1 interviews where needed.</p> <p>Additional resourcing provided on a case-by-case basis</p> <p>Information about applying for FSM to be sent home due to changing circumstances of families. This will allow support when needed.</p>	<p>Cost of survey photocopying £10</p> <p>Fund for providing additional resource: £5,000</p>	SBO MHE	<p>HT1: DoFE resilience funding used to ensure cost is not a barrier to pupils on Bronze and Silver Expeditions.</p> <p>HT2: Learning resources, including laptops, supplied to pupils when required.</p> <p>HT3: All underperforming PP learners in year 11 individually invited into Easter Forum revision sessions.</p> <p>HT4: Meetings with pupils to discuss specific barriers to learning within lessons.</p> <p>HT5: Music lessons subsidised in year 7 for all pupils. 27% of who are PP.</p>

iii. Other Approaches to support whole school strategy						
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Cost	Staff lead	When will you review impact?
Accurate assessment of PP pupils enables effective tracking of progress and intervention to be put in place where necessary, particularly for HPA/PP students.	<p>Centralised monitoring of SchoolVue data with interventions planned by leaders through the school: HOYs, Curriculum Leads and Teachers</p> <p>Specific, targeted intervention according to need – e.g. intervention sessions, study support sessions, in-class support provided by LSAs – and health and safety guidelines, e.g. after-school intervention to be delivered by staff.</p>	<p>‘Make decisions based on data and respond to evidence, using frequent, rather than one-off assessment and decision points.’ P.10  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf</a></p>	<p>Regular meetings at each data drop between SBO and Curriculum Leads to review outcomes for PP students and plan interventions</p> <p>Red list PP students to have bespoke strategies based on their individual needs. Evidenced through SchoolVue “School actions”</p> <p>Utilising the NTP to ensure rapid progress in Year 11 pupils based on attainment data. PP group to be 1 of the key groups identified when selecting pupils.</p>	<p>Cost of SchoolVue programme: <b>£14,400</b> per annum</p> <p>Cost of 4 additional LSAs in school <b>£21957 x4 =£87828</b></p>	SBO	<p>HT1: Analysis of Summer exam data with a focus on PP shared during SMIC meeting.</p> <p>HT2: Reviews of Year 11 outcomes with CLs in Raising Standard meetings.</p> <p>In terms of students making on or above expected progress: Y11 DW1: gap of 13% (increase of +6% from last DW)</p> <p>HT3: 3 NTP groups with 44% of pupils PP.</p> <p>In terms of students making on or above expected progress: Y7 DW1: gap of 1% (No previous data to compare to) Y8 DW1: gap of 25% (increase of +6% from last DW) Y9 DW1: gap of 15% (decrease of -4% from last DW) Y10 DW1: gap of 10% (increase of +1% from last DW) Y11 DW2: gap of 8% (decrease of -5% from last DW)</p> <p>HT4: No new data to analyse</p>

						<p>HT5: In terms of students making on or above expected progress:</p> <p>Y8 DW2: gap of 40% (increase of +15% from last DW) Y11 <u>Final predictions</u>: gap of 11% (increase of 3% from last DW)</p> <p>Year 11 – GCSE Results</p> <table><tr><th>Group</th><th>Below</th><th>On/ Exceeding</th></tr><tr><td>All (132)</td><td>53%</td><td>47%</td></tr><tr><td>PP (44)</td><td>75%</td><td>25%</td></tr><tr><td>NonPP (88)</td><td>43%</td><td>57%</td></tr><tr><td>Difference 2022</td><td>+32</td><td>-32</td></tr><tr><td>Difference 2021</td><td>+52%</td><td>-48%</td></tr></table> <p>Gap between PP and NonPP pupils making expected or better has narrowed by 16% compared to 2021.</p>	Group	Below	On/ Exceeding	All (132)	53%	47%	PP (44)	75%	25%	NonPP (88)	43%	57%	Difference 2022	+32	-32	Difference 2021	+52%	-48%
Group	Below	On/ Exceeding																						
All (132)	53%	47%																						
PP (44)	75%	25%																						
NonPP (88)	43%	57%																						
Difference 2022	+32	-32																						
Difference 2021	+52%	-48%																						
Raise Pupil Premium attendance so that it is line with national expectations	<p>A dedicated member of staff to track PP pupils' attendance</p> <p>A team of staff to support and intervene with PP</p>	“Schools that are most successful in their use of the PP adopt a range of strategies, well targeted at the needs of their pupils.....If poor attendance is an issue, this is addressed as a priority” <b>John Dunford</b> The pupil	<p>Raised attainment and progress, thus narrowing the gap.</p> <p>PP students to have attendance in line with national figures.</p>	Cost of attendance officer <b>£26355</b>	2AP/ TCH/ DSO/HO Y/PCLs/4 JS	<p>HT1: Weekly updates of attendance data shared with SLT. Poorest attenders identified.</p> <p>HT2:</p>																		

for all pupils (96% attendance). Measured by attendance figures.	<p>pupils' attendance. (HoY/TCH/PCL)</p> <p>Targeted support and increased incentives used to encourage improved attendance</p> <p>Good attendance to be rewarded with trips etc. Praise in assemblies for good attendance.</p> <p>Home visits by EWO Telephone conversations and letters sent out to parents; meetings held in via Teams with parents Regular contact/meetings with outside agencies, Fixed Penalty Notice warning Prosecution</p> <p>Weekly tracking of unauthorised attendance and lateness – followed up by HoYs</p>	<p>premium journey: lessons learned during my two years as National PP Champion <b>August 29, 2015</b></p> <p>Nationally the attendance of PP pupils is lower than non-PP pupils.</p> <p>Students' progress and attainment cannot improve if they are not accessing learning</p>	Engagement in live lessons/ assignments goes live from 25.1.21. Analysis of this data to show the difference in "attendance" between PP and nonPP.	Cost of external attendance support <b>£10800</b>		<p>Attendance figures shows the school is in line with national averages.</p> <p>HT3: New attendance policy drafted and implemented to raise attendance in school.</p> <p>HT4: SAC meeting minutes shared with relevant stakeholders.</p> <p>HT5: Of 796 pupils monitored 358 (45%) have received letters and 144 (18.1%) have been referred.</p>
PP students have the behaviours necessary to access the curriculum and succeed in their learning. Measured by EngageVue and BehaVue	<p>Implementation of Behavue system, directed by SLT leads.</p> <p>Restructuring of behaviour management amongst SLT: one SLT member responsible for behaviour on Maidstone Road, one on Ordnance Street</p>	<p>'Have an individualised approach to addressing barriers to learning and emotional support, at an early stage, rather than providing access to generic support and focusing on pupils nearing their end-of-key-stage assessments.' (p.10) <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-</a></p>	<p>High quality line management of each team member to ensure support of behaviour team and monitor effectiveness of provision / value for money</p> <p>Student voice surveys to get their perspective on provision, PP compared to nonPP.</p>	<p>Contribution towards cost of SLT Behaviour Leads: <b>£20,000</b></p> <p>Cost of 3AW <b>£28614</b></p>	TCH SHA DSO	<p>HT1: BehaVue data shows 52.8% of Upper Site on calls are from PP pupils. 38.4% of these are from Year 8. 33.3% of these are from Year 10.</p> <p>HT2:</p>

data as well as student voice surveys.	<p>Targeted behaviour intervention put in place for PP students as necessary</p> <p>Analysis of PP student behaviour data shows improvement.</p> <p>Student voice surveys show that students feel positive about their learning and know how to access further support. Maintain current SEND support (Ed Psych, School Counsellor) and expand provision by appointing Assistant SENCO teams</p> <p>Termly rewards programme celebrates excellent work and ethos of all students</p>	<p><a href="#">RR411 Supporting the attainment of disadvantaged pupils.pdf</a></p> <p>‘Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.’ (<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/behaviour-interventions/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/behaviour-interventions/</a>)</p>	<p>Training staff to be able to assess access arrangements for pupils to be supported in exams.</p> <p>Inclusion Steering Group meetings attended by Behaviour and SEND team will operate on a ‘plan-do-review’ basis, ensuring regular monitoring and discontinuation of any strategy that is not effective.</p> <p>Student voice surveys to check that rewards system is giving students what they value.</p>	<p>Cost of school counsellor £200 per visit = £4000</p> <p>Cost of Educational Psychologist £175 per visit = £3500</p> <p>Cost of LAC coordinator = £3735</p> <p>Cost of FLO = £24599</p> <p>Cost of rewards trips: £3200</p>		<p>Educational Psychologist has met with 31 pupils. 45% of which are PP Outside agencies have worked with 18 pupils, 63% of which are PP.</p> <p>HT3: Behaviour consultant working with groups of pupils requiring specific behavioural intervention. 40% of which are PP across years 7-10.</p> <p>HT4: Analysis of EP data shows 26 of 60 pupils seen (43%) are PP. 56% of outside agency sessions have been with PP pupils.</p> <p>HT5: LAC pupils have attended off site provision for 2 days during term 5. 2 more planned for term 6.</p>
	<p>Embed a clear ethos that signifies a clear vision for how we expect the SJF community to conduct themselves in line with the school mission statement – where everyone can achieve their potential and give back to their community</p> <p>Opportunities for increasing numbers of students taking</p>	<p>‘Promote an ethos of attainment for all pupils, rather than stereotyping disadvantaged pupils as a group with less potential to succeed. (p.10) <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf</a></p>	<p>Mission statement displayed in all classrooms and discussed in an assembly each year</p> <p>Students elected to leadership roles and given meaningful, calendared opportunities to practise their leadership skills. Year 11 pupils to be prefects, Years 8-10 to be Student Ambassadors.</p> <p>Student Council meetings to allow pupils to share their opinion about the school.</p>	<p>Cost of leadership badges: £200</p> <p>Cost of display materials £500</p> <p>Cost of LSA time to renew and refresh displays £200</p>	<p>HOYs JDO 2SD 2AP</p>	<p>HT1: All new Mission statements and 3Cs displayed in classrooms. First student council meeting held on 13.12.21. 10 Prefects in year 11 elected. 2 of which are PP.</p> <p>HT2: Student council continue to meet and allow the voice of the pupils to be heard. 42% of the 55 pupils that are council reps are PP</p>

	<p>leadership roles to promote the school ethos</p> <p>SJF environment reflects a culture of celebration of achievement, including assemblies and displays.</p>		<p>Regular programme of display refreshing to ensure high-quality, fresh images around school. Display boards to be refreshed ready for new material to be displayed.</p> <p>Use of 6<sup>th</sup> Form students to act as mentors for Red list pupils. Will support with academic and wider holistic educational issues.</p>			<p>HT3: 6<sup>th</sup> form mentors and supervisors during break time on MR site. Medway Council support posters displayed in classrooms on both sites.</p> <p>HT4: Year 7 buddy system in place for students to support each other.</p> <p>HT5: Ambassadors and student helpers assisted during St John Fisher Day.</p>
<p>Pupil premium students are equally represented in activities that increase cultural capital and aspirations.</p>	<p>Trialling and implementation of EngageVue programme, meaning that PP engagement with the school extracurricular programme can be tracked and appropriate intervention put in place for students who do not engage.</p> <p>Provision of a range of exciting extracurricular opportunities for students, including Charlton Athletic Football Club Coaching and Arts Award Bronze for all students in Year 8; Back to Business Day for Year</p>	<p>‘Overall, the impact of arts participation on academic learning appears to be positive but low...Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.’ <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/</a></p> <p>The overall impact of sports participation on academic achievement tends to be positive but low (about two additional months’ progress) .... In this circumstance the ‘participation’ acted as an incentive to undertake additional instruction’ (<a href="https://educationendowmentfoundation.org.uk/evidence-">https://educationendowmentfoundation.org.uk/evidence-</a></p>	<p>Ensuring that staff are skilled users of the EngageVue platform through training and information; run a trial with Year 7 clubs and Year 11 interventions.</p> <p>Ensuring that all extracurricular activities are logged onto Engage Vue by the staff member responsible for them.</p> <p>SLT and MLs to survey Engage Vue regularly to check that staff are uploading work according to expectation</p> <p>AAHT responsible for PP students to survey data, identifying those who are not engaging with the opportunities. Student voice survey of PP and NPP students to</p>	<p>Budget allocated to fund extracurricular programmes, including CAFC and Arts Award Bronze: <b>£15,000</b></p> <p>Coach hire for University visits <b>£1000</b></p>	<p>HOYs/ SBO</p>	<p>HT1: Pilot of Student Engagement Module started. Year 7 clubs and events alongside Year 11 interventions set up. Training documents shared with relevant staff. Data shows 34.6% of club attendees were PP. CAFC club has continued this year alternating sites for year 7-9.</p> <p>HT2: Programme of Year 12 and 13 University of Kent sessions held.</p> <p>HT3: Engagement pilot data shows staff are logging attendance to clubs, trips and challenges. How</p>

	<p>10, Sixth Form and Year 11 students mentoring pupils in younger year groups.</p> <p>PP pupils to be offered spaces to visit Universities as part of raising aspirations.</p>	<p><a href="#">summaries/teaching-learning-toolkit/sports-participation/</a></p>	<p>understand the reasons for the lack of engagement; alternative opportunities put in place.</p> <p>Marking and standardisation of Arts Award Bronze to ensure high quality outcomes.</p> <p>Music lessons to be offered to Year 7 pupils. Singing club to utilise funding to establish a school Choir.</p> <p>Careers based events to highlight opportunities and support students on reaching their next stage in life.</p>			<p>to guide shared with relevant members of staff</p> <p>HT4: Analysis of data from student engagement module shows attendance per pupils in Year 7 clubs and Year 11 Easter forum</p> <table><tr><th colspan="2">Sessions per pupils</th></tr><tr><td>Year 7 Clubs</td><td>4.13</td></tr><tr><td></td><td>2.61</td></tr><tr><td>Year 11 Easter Forum</td><td>4.63</td></tr><tr><td></td><td>3.78</td></tr></table> <p>HT5: Music lessons offered to year 7 pupils have started.</p> <table><tr><th>Pupils</th><th>33</th><th>%</th></tr><tr><td>PP</td><td>9</td><td>27.3</td></tr><tr><td>Non-PP</td><td>24</td><td>73.7</td></tr></table>	Sessions per pupils		Year 7 Clubs	4.13		2.61	Year 11 Easter Forum	4.63		3.78	Pupils	33	%	PP	9	27.3	Non-PP	24	73.7
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<p>Parental engagement is limited; attendance to events such as Parents’ Evenings is sometimes around 50%. Plans made are designed to be Covid-proof.</p>	<p>Increasing uptake and use of ParentMail as a communications strategy</p> <p>Development and circulation of an online newsletter via Microsoft Sway, moving away from the traditional paper-based format</p> <p>Development and rollout of parental module for SchoolVue, meaning that parents and carers have near-instant access to</p>	<p>‘The EEF has tested a number of interventions designed to improve pupils’ outcomes by engaging parents in different types of skills development. The consistent message from these has been that it is difficult to engage parents in programmes. By contrast, a trial which aimed to prompt greater parental engagement through text message alerts delivered a small positive impact, and at very low cost.’</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-">https://educationendowmentfounda</a> <a href="https://educationendowmentfoundation.org.uk/evidence-">tion.org.uk/evidence-</a></p>	<p>Parental Engagement coordinator to track uptake of various communications channels</p> <p>Planned calendar of key messages distributed evenly throughout the year</p> <p>Surveys of parents / carers / attendees at each event to ensure that quality is high, and the events are impactful.</p> <p>Sessions run by different leaders to explain how best to support pupils</p>	<p>Cost of Parental Engagement and Events coordinator: <b>£3735</b></p> <p>Cost of designing Sway newsletter format with branding expert: <b>£1000</b></p>	<p>JDO VWA HOYs</p>	<p>HT1: Microsoft Sway used to distribute the newsletter. Extracurricular opportunities advertised in October Newsletter.</p> <p>HT2: Details of local events highlighted on school website alongside the extracurricular offer.</p> <p>HT3: Friends of St John Fisher network established. Former</p>																			

	<p>attainment and behaviour data</p> <p>Development of online events to replace face-to-face events during the pandemic (e.g. online Teams Parents' Evenings; alumni online event).</p> <p>Encourage parents and carers, with a focus on PP, to attend sessions run to inform them on different elements of the school</p>	<p><u>summaries/teaching-learning-toolkit/parental-engagement/</u></p>	<p>in their learning. These are to include updates on the school reporting systems, engagement module and Teams.</p>		<p>staff, students and local community members have been invited to join the FoSJF to support the school in events.</p> <p>HT4: ParentVue pilot for year 7 parents launched. Information available for parents to access through SchoolVue. 66% of year 7 parents that have accessed the module are for PP pupils.</p> <p>HT5: Sway newsletter sent to all in the St John Fisher community.</p>
<b>Total PP Budget</b>					<b>£281,198</b>
<b>Planned spend</b>					<b>£281,426</b>

<sup>1</sup> Estimated allocation was £281,198– on which this plan was based

<sup>1</sup> DFE guidelines suggest that PP grants can be spent 'for the purposes of the school, that is for the educational benefit of pupils registered at that school'.

(<https://www.gov.uk/government/publications/pupil-premium-conditions-of-grant-2018-to-2019/pupil-premium-2018-to-2019-conditions-of-grant>). On this basis, while much of our PP spending is allocated to specific PP projects, some is allocated to school-wide initiatives which will have positive impacts on PP students.