



Pupil Premium Strategy 2020-21: St John Fisher Catholic Comprehensive School

1. Summary information					
School	St John Fisher Catholic School, Ordnance Street, Chatham, Kent ME4 6SG				
Academic Year	2020-21	Total PP budget	£282153	Date of most recent PP Review	Sept 2020
Total number of pupils	900	Number of pupils eligible for PP	324	Date for next formal review of this strategy	September 2021
Looked After PP	5	Service family PP	6	Other PP	313

Current attainment – data obtained from 4Matrix						
	Pupils eligible for PP			Pupils not eligible for PP		
	2019 school	2019 national ¹	2020 school	2019 school	2019 national	2020 school
% achieving 4+ in English and Maths	41%	44.7%	51%	63%	71.8%	63%
% achieving 5+ in English and Maths	14%	24.7%	26%	38%	49.9%	41%
Progress 8 Score average	-0.32	-0.45	+0.15	+0.23	0.13	+0.82
Attainment 8 average Score	36.06	36.7	39.57	44.28	50.3	47.86
% entering the Ebacc	22.45%	27.5%	2.56%	35%	44.5%	18.37%
Average Ebacc score	2.95	3.08	3.23	3.8	4.45	4.11

¹ 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>

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"> • Developing and trialling a range of evidence-based interventions. • Raising the profile of Pupil Premium students. • Model revision strategies, resilience etc. to students and parents • Start to improve access to services. • Pupil premium students have improved attainment in STEM subjects • Improved Pupil Premium attendance to extracurricular/educational visits • Fewer negative Behaviour Watch points for Pupil Premium students. • Developing relationships with Wrotham School and Walderslade Girls • Developing structures and systems for parental engagement to increase positive experiences of school. • Developing leadership roles for Pupil Premium students in year 11 	<ul style="list-style-type: none"> • Invest in developing excellent teachers to improve outcomes for all students, including pupil premium students. • 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. • 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. • Introduce a new behaviour monitoring system to ensure greater consistency in monitoring and intervention processes • 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 • Continue to deploy selective intervention on an evidence-informed basis, not a one-size-fits-all approach, using socially-distanced strategies. • Restructure the leadership of Pupil Premium so that it is managed directly by Senior Leadership. • Employ a temporary Associate Assistant Headteacher for two years to provide some extra capacity in supporting Pupil Premium work. • Refine systems of communication so that parents and carers have easier access to information about their children • Develop closer working relationships with alumni and universities so PP students see the range of opportunities open to them. 	<ul style="list-style-type: none"> • Senior and middle leaders lead effectively and proactively on Pupil Premium. • Pupil Premium students engage effectively with onsite resources to minimise the gap with non-Pupil Premium students • Pupil Premium parents support their children effectively • Pupil Premium students access extracurricular opportunities at the same level as non-Pupil Premium • Significantly narrow the gap in Pupil Premium and non-Pupil Premium attainment, including the EBacc measure. • No gap in Behaviour outcomes. • Systems for sharing good practice are embedded • Parents are proactive in engaging with school life. • Pupil premium students are an integral part of school life.

3. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved outcomes for all PP students including a narrowing attainment gap between SJF external examination results and national PP outcomes. Measured by 2021 GCSE and GCE external results and internal end of year assessments	Continued narrowing or no 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.	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.
C.	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.
D.	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 19-20 data with 20-21; however, the attendance gaps between PP and non-PP students is to be reduced.
E.	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 2020 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.
F.	Pupil premium students are equally represented in activities that increase cultural capital and aspirations.	EngageVue data shows that students are accessing extracurricular opportunities such as online intervention, trips and clubs.
G.	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		2020/21				
		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.	https://lauramcinerney.com/i-had-a-dream-about-post-lockdown-schools/ 'Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress.' (https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/digital-technology/)	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 and contain a portion of direct instruction. SLT and MLs to survey Teams regularly to check that staff are uploading work according to expectation Student voice survey of PP and NPP students to check that they are aware of and accessing Teams resources.	Cost of computer hardware: £1500	IJO	On a half-termly basis
	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	'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)	Creation of an observation schedule that incorporates observations by SLT, CLs and TLR holders. Development of a clear observation and feedback SOP. Training in observation and feedback for all SLT and TLR holders.	Cost of training time £250	IJO	On a half-termly basis

	all levels are involved in the observations, feedback and action process.	'Focus on high quality teaching first rather than on bolt-on strategies and activities outside school hours.' P.10, https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_achievement_of_disadvantaged_pupils.pdf	An expectation that there is an observable impact on a teacher's practice following observation and feedback.			
	In line with our 'keep getting better' culture, educational research and literature is used widely across the school to develop practice.	'School leaders' support for engagement with research is the most important driver.' https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/625007/Evidence-informed_teaching_-_an_evaluation_of_progress_in_England.pdf	Weekly SLT meeting agenda to include a discussion based on an item of research linked to SIP priorities. The development of an online resource bank containing a wide range of educational literature and research. The creation of a structured and organised Education Reading Group programme, combined with coaching and pedagogy development. Some reading items linked specifically to driving improvement for disadvantaged pupils.	Approx. £5000 (sourcing and maintaining access to high quality educational literature)	IJO	On a half-termly basis
	Ensure that low achieving groups have high quality teachers	'Deploy the best staff to support disadvantaged pupils', p.10 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-	Conduct a review of teachers allocated to bottom sets to see whether there is a pattern of more / less experienced and quality teachers allocated to sets 5 and 6 Meet with curriculum leads to discuss where there are concerns; review current timetable to see if changes can be made. Review	£0	VWA	On a half-termly basis

		RR411 Supporting the attainment of disadvantaged pupils.pdf , p. 10	timetable allocation plans for 2021-22 to ensure that any issues have been addressed.			
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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>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf,</p>	<p>Develop job description for AAHT ensuring the recruitment of a high-quality candidate who fills the gaps in the current DHT's role</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</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) £25000 including on-costs	VWA	On a half-termly basis
	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>https://educationendowmentfoundation.org.uk/tools/families-of-schools-database/</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>	Cost of cover for good practice visits: 4 days cover approx. £1000	VWA AAHT	On a half-termly basis
PP students have the resources	On a case-by-case basis, students are supplied	'Have an individualised approach to addressing barriers to learning and emotional support, at an early stage,	Training delivered to HOYs from DHT/AAHT about running student voice exercises.	Cost of survey	VWA MHE	On a half-termly basis

<p>necessary to access the curriculum and succeed in their learning.</p>	<p>with additional resource including:</p> <ul style="list-style-type: none"> • Uniform • Subsidised travel to and from Easter Forum • revision • Revision guides • Trips • Laptops for students who do not have access to online study at home during lockdown 	<p>rather than providing access to generic support and focusing on pupils nearing their end-of-key-stage assessments' P.10,</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf,</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>photocopying £10</p> <p>Fund for providing additional resource: £5,000</p>		
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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 via Teams.</p>	<p>‘Make decisions based on data and respond to evidence, using frequent, rather than one-off assessment and decision points.’ P.10 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf</p>	Regular meetings at each data drop between DHT/AAHT and Curriculum Leads to review outcomes for PP students and plan interventions	<p>Cost of SchoolVue programme: £14,400 per annum</p> <p>Cost of VIP breakfast club £352</p> <p>Cost of 4 additional LSAs in school £21957 x4 =£87828</p>	VWA	On a half-termly basis
Raise Pupil Premium attendance so that it is line with national expectations for all pupils (96% attendance). Measured by attendance figures.	<p>A dedicated member of staff to track PP pupils’ attendance</p> <p>A team of staff to support and intervene with PP 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.</p>	<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” John Dunford The pupil premium journey: lessons learned during my two years as National PP Champion August 29, 2015</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>	<p>Raised attainment and progress, thus narrowing the gap.</p> <p>PP students to have attendance in line with national figures.</p>	<p>Cost of attendance officer £26355</p> <p>Cost of external attendance support £10800</p>	2AP/ TCH/ DSO/HO Y/PCLs/4 JS	On a half-termly basis

	<p>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>PP students have the behaviours necessary to access the curriculum and succeed in their learning. Measured by EngageVue and BehaVue data as well as student voice surveys.</p>	<p>Implementation of Behavue system, directed by SLT leads.</p> <p>Restructuring of behaviour management amongst SLT: one SLT member responsible for behaviour on Lower Site, one on Upper Site</p> <p>Targeted behaviour intervention put in place for PP students as necessary</p> <p>Analysis of PP student behaviour data shows improvement.</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) https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf</p> <p>‘Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.’ (https://educationendowmentfound</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.</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 want</p>	<p>Contribution towards cost of SLT Behaviour Leads: £20,000</p> <p>Cost of MWA TLR (£6,052) and 3AW £28614</p> <p>Cost of school counsellor £200 per visit = £4000</p> <p>Cost of Educational</p>	TCH SHA	On a half-termly basis

	<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>ation.org.uk/evidence-summaries/teaching-learning-toolkit/behaviour-interventions/</p>		<p>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>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 leadership roles to promote the school ethos</p> <p>SJF environment reflects a culture of celebration of achievement, including assemblies and displays.</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) https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf</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</p> <p>Regular programme of display refreshing to ensure high-quality, fresh images around 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>On a half-termly basis</p>
Pupil premium students are	Trialling and implementation of	‘Overall, the impact of arts participation on academic learning	Ensuring that staff are skilled users of the EngageVue platform	Budget allocated to		

<p>equally represented in activities that increase cultural capital and aspirations.</p>	<p>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 10, Sixth Form and Year 11 students mentoring pupils in younger year groups</p>	<p>appears to be positive but low...Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.’ https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/</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’ (https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/sports-participation/)</p>	<p>through training and information; run a trial with ‘early adopters’ in Year 11 first before moving over to the whole year group</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 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>fund extracurricular programmes, including CAFC and Arts Award Bronze: £15,000</p>		
<p>Parental engagement is limited; attendance to events such as Parents’ Evenings is sometimes around 50%. Plans made are</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>‘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</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</p>	<p>Cost of Parental Engagement and Events coordinator: £3735</p> <p>Cost of designing Sway</p>		<p>On a half-termly basis</p>

designed to be Covid-proof.	<p>Development and rollout of parental module for SchoolVue, meaning that parents and carers have near-instant access to 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>message alerts delivered a small positive impact, and at very low cost.'</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/</p>	that quality is high, and the events are impactful	newsletter format with branding expert: £1000		
				Total PP Budget	£282153	
				Planned spend	£291830	

¹ Estimated allocation was £282,153– on which this plan was based

¹ 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.