

# Pupil premium strategy statement

## St John Fisher Catholic Comprehensive School Chatham

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 Fisher Catholic Comprehensive School Chatham
Number of pupils in school	1206
Proportion (%) of pupil premium eligible pupils	39.2%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	SBO
Pupil premium lead	SBO
Governor / Trustee lead	SMIC

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£310,890
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	NA

# Part A: Pupil premium strategy plan

## Statement of intent

At St John Fisher School we want to -

- Ensure that disadvantaged pupils can have the same quality of education and opportunities as this not facing their unique challenges.
- The strategy aims to supporting pupils by removing barriers to their learning, ensuring they participate in a wide range of activities within the school and feel empowered to take opportunities after leaving St John Fisher.
- The key principles are guided by the EEF suggestion for a tiered approach within the following.
  - Quality of teaching and learning, ensuring all pupils have access to excellent teaching and learning within the school.
  - Targeted academic support, putting in place support where needed to allow pupils to succeed both with internal and external partners.
  - Wider strategies, allowing pupils to experience more of the world and understand the opportunities that await when leaving school.

## Challenges

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

Challenge number	Detail of challenge
1	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.
2	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.
3	The school needs to continue strengthening the effectiveness of systems to monitor and improve outcomes data for PP students, particularly HPA/PP students.
4	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, including a bigger emphasis on career pathways.
5	PP attendance rates are below school averages. This reduces their school hours, therefore causing them to fall behind.
6	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.
7	Chatham Central is in the second decile for the employment index, meaning that unemployment rates are amongst the 20% worst in the country.

8	Chatham Central is ranked in the most deprived 40% nationally for education, skills and training.
9	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.

## 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 outcomes for all PP students including a narrowing attainment gap between SJF external examination results and national PP outcomes. Measured by 2023 GCSE and GCE external results and internal end of year assessments	Continue to 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.
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.
PP students have the resources and behaviours necessary to access the curriculum and succeed in their learning. Measured by Student Engagement module and BehaVue data as well as student voice surveys.	PP student behaviour data shows improvement, programme of mentoring from staff to support at risk PP behaviour pupils. Student voice surveys show that students feel positive about their learning and know how to access further support.
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 of 96%. The attendance gaps between PP and non-PP students is to be reduced.
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 2023 GCE and GCSE external results and internal end-of-year assessments.	SchoolVue reports in place for Years 7-13; targeted intervention with RED list students as necessary. Alternative curriculum /SEN support to be put in place for PP students as needed.
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 intervention, clubs, events, and trips. Audits to be used to ensure the correct extracurricular offer.
Parental engagement is limited; attendance to events such as Parents' Evenings is sometimes around 50%.	Improved engagement across a range of communication channels including parents' evenings, open events, in school events and the newsletter.

## 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: £ 1,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Utilise metacognition in all lessons to support PP learners.</p> <p>Whole school training on metacognition with follow up CPD within the academic year.</p> <p>Explicit teaching of metacognition strategies to pupils in lessons</p>	<p>EEF has strong evidence that 7 months of progress can be made utilising metacognition and self-regulation.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/metacognition-and-self-regulated-learning/">Metacognition and Self-regulated Learning   EEF (educationendowmentfoundation.org.uk)</a></p>	1
<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_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>	2
<p>Developing the use of TEAMS as the school's online learning platform to ensure that students who miss lessons can still access materials to continue their learning.</p>	<p><a href="https://lauramcinerney.com/i-had-a-dream-about-post-lockdown-schools/">https://lauramcinerney.com/i-had-a-dream-about-post-lockdown-schools/</a></p> <p>'Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress.'</p> <p>(<a href="https://www.educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/digital-technology/">https://www.educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/digital-technology/</a>)</p>	2

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

Budgeted cost: £ 31,010

Activity	Evidence that supports this approach	Challenge number(s) addressed
Restructuring of pupil premium responsibility so that it sits with the DHT Curriculum and two Assistant Heads with shared responsibility for Raising Standards and Teaching and Learning	<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>	2, 3
<p>Use of Academic Mentor through NTP to support pupils. High emphasis on PP (at least 50% of intervention groups)</p> <p>School-led tutoring to be offered for delivered by staff. (at least 50% of groups PP)</p>	<p>Use of 1.2.1 and small group intervention are shown to have high impact, especially when on short 12-15-week time frames.</p> <p><a href="https://www.gov.uk/government/publications/national-tutoring-programme-guidance-for-schools-2022-to-2023">National Tutoring Programme: guidance for schools 2022 to 2023 - GOV.UK (www.gov.uk)</a></p>	3, 4
<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>• DoF 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>	6-9

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

Budgeted cost: £ 248,666

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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 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>	3
<p>A team of staff to support and intervene with PP pupils’ attendance.  <b>(HoY/SIS/PCL)</b></p> <p>Home visits by EWO</p> <p>Telephone conversations and letters sent out to parents; meetings held in via Teams with parents</p> <p>Regular contact/meetings with outside agencies,</p> <p>Fixed Penalty Notice warning, prosecution.</p> <p>Weekly tracking of unauthorised attendance and lateness – followed up by HoYs</p> <p>PP coordinator and the lead practitioner for attendance work together to track PP pupils’ attendance.</p> <p>Good communication between school and home which will lead to better intervention and improve pupils’ attendance</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” <b>John Dunford</b> The pupil 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> <p>It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p>Consider how to tailor school communications to encourage positive dialogue about learning. There is some evidence that personalised messages linked to learning can promote positive interactions.</p>	3, 5

<p>Implementation of BehaVue system, directed by SLT leads.</p> <p><b>Targeted behaviour intervention put in place for PP students as necessary</b></p> <p>Maintain current SEND support (Ed Psych, School Counsellor other outside agencies)</p> <p>Termly rewards programme celebrates excellent work and ethos of all students</p> <p>Set high expectations, plan to ensure academic achievement, structure and deliver lessons, engage students in your lessons, create a strong classroom culture, set and maintain high behavioural expectations, build character and trust and challenge students to think critically.</p> <p>PP coordinator and behaviour team plan for intervention for PP pupils with negative behaviour points using behaviour data.</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)</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>‘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>3, 6, 9</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)</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>4, 7, 8</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 and ArtsMark events for all students; Work Experience for Year 10 and 12, Sixth Form and Year 11</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’</p>	<p>4, 7, 8</p>



<p>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>Advertising of local events that are available to PP pupils. Medway Council events, especially during the holiday periods.</p>	<p>(<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/sports-participation/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/sports-participation/</a>)</p>	
<p>Increasing uptake and use of ParentMail as a communications strategy</p> <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>Encourage parents and carers, with a focus on PP, to attend sessions run to inform them on different elements of the school.</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-summaries/teaching-learning-toolkit/parental-engagement/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/</a></p>	1, 2, 5

## Total budgeted cost: £310,890

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 2020 to 2021 academic year.

<p>A full impact analysis of the 2021-2022 can be found on the school website. Please see the summary below which outline the key findings.</p> <p>Outcomes judged to be met –</p> <ul style="list-style-type: none"> <li>- Senior and middle leaders lead effectively and proactively on Pupil Premium.</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> </ul>
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Outcomes judged to be partially met –

- Pupil Premium students engage effectively with onsite resources to minimise the gap with non-Pupil Premium students
- Pupil Premium parents support their children effectively
- Systems for sharing good practice are embedded

Outcomes judged not to be met –

- No gap in Behaviour outcomes.