

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the **2023 to 2024** 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 Bosco College
Number of pupils in school	860
Proportion (%) of pupil premium eligible pupils	41%
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	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Paul Dunne
Pupil premium lead	Dan Scott
Governor / Trustee lead	Jane Hargrave

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£357592.50
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
<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	£357592.50

# Part A: Pupil premium strategy plan

## Statement of intent

Our Pupil Premium strategy sits within our School Mission Statement. We are a Roman Catholic school community guided by the Spirit of God (RUAH) and following the example of St John Bosco. We aim to meet the needs of each child in our care and give them an education that enables them to fully develop and mature as individuals, as students and as members of a faith community, so that they can achieve academic and personal success and understand how their education contributes to and supports society as a whole.

We aim to provide an education for all our students based on:

*Respect: To show respect for ourselves, for others and towards God. Our tolerance is key to living out our respect of the choices made by others and their own deeply held beliefs. To respect the value of education.*

*Understanding: To understand that we have all been created in the image of God and how that shapes the way we treat each other. To develop lively, enquiring minds that are continually challenged to seek knowledge and develop our skills and talents for our own benefit and that of the wider community.*

*Affection: To strive to develop a deep affection for all of God's creation and to learn to recognise His Hand in it all and His Face in everyone. To ensure that our school community is built on positive relationships.*

*Humour: To serve the Lord with holy cheerfulness and to share the joy and optimism of the Gospel in our daily lives.*

We ensure that personalised provision is in place for children who are Pupil Premium-eligible and have their barriers for learning identified and educational needs accurately assessed and met. We utilise evidence, such as the Education Endowment Foundation Toolkit, to decide which strategies are likely to be most effective in overcoming the barriers to learning.

Whilst we focus on students who are disadvantaged in our everyday practice, monitoring and planning, we recognise that their progress is holistic and thus the grant funding allocated is intertwined with the school's core funding and the strategic choices we make about how this is used.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Prior attainment:</b> students in receipt of the Pupil Premium leave primary school with lower attainment than their peers.
2	<b>Literacy:</b> disadvantaged students have lower literacy on entry than their peers, according to Reading Ages. Currently, our weaker readers are not making sufficient progress to close this gap. Weak literacy forms a barrier to accessing the curriculum; evidence is clear on the link between literacy and outcomes across all subjects.
3	<b>Attendance:</b> Disadvantaged students on average have lower attendance and are more likely to have persistent absence. Evidence points to correlation between attendance and progress.
4	<b>Parental engagement</b> is often lower for disadvantaged pupils than for their peers. This presents a barrier to addressing under-achievement.
5	<b>Wider opportunities:</b> Disadvantaged students are less likely to access enrichment opportunities for cultural capital.

## 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 progress for disadvantaged students.	Progress 8 for PP students is positive, with the aim of returning to the top quartile for disadvantaged students by 2025
PP students with low literacy make good progress in reading.	PP students increase their Reading Ages ahead of their chronological age, making at least a year's extra progress by the end of KS3.
Improved overall attendance, and lower persistent absence, for disadvantaged students.	PP students in our mainstream provision make significant year-on-year improvements, to bring these into line with averages for similar students nationally.
Disadvantaged students access a range of enrichment opportunities	PP students are well-represented across a range of enrichment and co-curricular activities, especially those deemed to have high value in terms of cultural capital; registers will show that they participate at the same rates as their peers.

## 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: £110,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
A whole school CPD focus on delivering a consistently outstanding quality of teaching and learning for every student.	EEF consistently identifies high quality teaching and learning as the most significant factor affecting the performance of disadvantaged students.	1, 2
A whole school focus on the implementation of effective feedback.	The EEF has identified feedback as having a high impact for a very low cost based on extensive research.	1
The Literacy Strategy, in particular the Read Write Inc phonics recovery programme, is successfully implemented; dedicated TLR assigned to this	National Literacy Trust and EEF research constantly identifies weak literacy as one of the biggest causes of the attainment gap and the ability to succeed in life.	2
Implementation of a rich Personal Development Curriculum through tutor time and within subjects.	OFSTED (April 2020) identifies lack of cultural capital as a significant barrier to student aspiration and life chances.	5
Investment in staffing facilitates smaller classes in Y7 core subjects	EEF identifies positive evidence for smaller class sizes	1

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

Budgeted cost: £28,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured interventions which will take the form of small group tuition	EEF Toolkit identifies small group tuition as a strategy which has an average impact of four months additional progress over the course of a year.	1

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

Budgeted cost: £220,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued growth of a broad and well-structured co-curricular programme; costs for PP students are subsidised	OFSTED research-led framework and EEF demonstrated the importance of filling knowledge, skill & capital gaps.	5
Robust focus on attendance to maximise access to high quality teaching and build student engagement.	Attendance is a key determinant of success at Saint John Bosco College and has a significant impact on academic outcomes.	4
A programme of events encouraging parental engagement, with active targeting of hard-to-reach parents	Research cited by EEF indicates strong evidence for positive impact of parental engagement on achievement.	4
Generous investment in staffing and leadership to support attendance, behaviour and pastoral: 3x non-teaching pastoral leads, 1 AHT Behaviour/Attendance	Evidence, including our internal data, suggests that that rates of attendance for disadvantaged students are lower and that they are more likely to require support in terms of behaviour	4
Employment of a full-time Librarian/Literacy TA to promote reading for pleasure and to develop literacy and comprehension skills	National Literacy Trust and EEF research constantly identifies weak literacy as one of the biggest causes of the attainment gap and the ability to succeed in life.	2

## 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 2022 to 2023 academic year.

- The APS for PP students in 2023 was 3.48, compared to 3.84 for non-PP students (a gap of  $-0.35$ )
- The Progress 8 score for Pupil Premium students was  $+0.04$  compared with  $-0.23$  for non-PP students (a positive difference of  $+0.27$ )
- In 2022/23, the attendance rates for PP students at SJBC was 87.4%. This compares favourably to the national figure for PP students (85.3%) but remains slightly below their non-PP peers at SJBC (89.8%) Attendance as a whole remains a priority, having been adversely affected in 2021/22 with Covid isolation rules still in place during the year, and many pupils struggling with the return to normal schooling in the context of significant pastoral need.

### 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