

# Pupil premium strategy statement – St John Bosco Arts College 2024/25

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	892
Proportion (%) of pupil premium eligible pupils	46.3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 years
Date this statement was published	November 2022 (3 years 2022/23-2024/25)
Date on which it will be reviewed	October 2025
Statement authorised by	D.Gidman
Pupil premium lead	M.Johnston
Governor / Trustee lead	C O'Leary

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£428,400
Recovery premium funding allocation this academic year	£55,821
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> ) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	N/A
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£484,221

# Part A: Pupil premium strategy plan

## Statement of intent

All our staff have a responsibility for disadvantaged pupils and are committed to meeting their academic, pastoral and social needs within a caring and nurturing environment. Our aim is for disadvantaged outcomes to be in line with non-disadvantaged students nationally. We hope that each child will develop a love for learning, acquiring the skills and outcomes they need to move on to their next stage of learning or employment.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background.
- Eradicate the attainment gaps between disadvantaged pupils and their non-disadvantaged peers both within school and nationally.
- Ensure all pupils are able to read fluently and with good understanding to enable them to access the curriculum.
- Develop confidence in their ability to communicate effectively in a wide range of contexts.
- Enable pupils to look after their social, emotional and mental wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world.

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching.
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work and tuition.
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences.
- Provide opportunities for all pupils to participate in enrichment activities, including sport and music.
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.
- Employ strategies to improve attendance rates and reduce the gap between Pupil Premium students and their non-Pupil Premium peers.

## Challenges

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

Challenge number	Detail of challenge
1	The outcomes in English, Maths, Science, Geography and RE (9-4, 9-5 & 9-7) of our disadvantaged students is impacting on some of their progression on to the next stage of learning/employment
2	Low aspirations and self-esteem for a number of pupil premium pupils across all year groups is having a detrimental impact on their academic progress.
3	The attendance of our disadvantaged cohort is lower than that of our non-disadvantaged pupils which has an impact on their academic progression and general wellbeing.
4	A significant number of disadvantaged pupils, have lower literacy and numeracy skills than non-disadvantaged pupils; this prevents the disadvantaged pupils making good progress.
5	Our assessments, observations and discussions with pupils and families demonstrate that the education, wellbeing and wider aspects of development of many of our disadvantaged pupils have been affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils.

## 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
Improve the progress of disadvantaged students through high quality teaching and learning.	<p>The quality assurance of lessons involving disadvantaged students will show a good standard of teaching and learning with no inadequate teaching.</p> <p>Higher expectations and aspirations of disadvantaged students will result in progress throughout the year.</p> <p>A highly effective curriculum will drive progress in disadvantaged students ensuring they develop the core knowledge and skills they need to be successful.</p>

	<p>Work scrutiny will show extended writing that is well structured and accurate in line with age related expectations.</p> <p>Reading ages will be in line with non-disadvantaged peers and will be in line or above chronological age.</p> <p>Pupils will have the skills to tackle challenging texts suitable for their chronological age and end of key stage assessments, enabling them to make progress across both KS3 and KS4</p>
Effectively use data tracking points based on high quality assessment to identify disadvantaged students for interventions	<p>Effective data analysis based on accurate assessments will result in interventions being allocated to those disadvantaged students that need it the most.</p> <p>Intervention sessions will be quality assured, and progress tracked. This will result in the progress of disadvantaged students.</p> <p>Behaviour and attendance data will also be tracked to ensure interventions are put in place, so students are not missing the high quality teaching and learning happening in lessons.</p>
Ensure all PP students have a wide range of extra-curricular activities available to them to support progress and enrich their education.	Enrichment activities will result in better student wellbeing as well as developing cultural capital within the students at St John Bosco Arts College
Improve attendance figures for disadvantaged students	Absence figures for disadvantaged students, including those who are persistently absent to be in line with or above the national figures.

## 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: £185,555 (*minimum contribution from Pupil Premium*)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Eradicate the gap between PP and non PP students in English, Maths, Science Geography and RE.	Data from summer 2022 and current Yr11 PR data identifies significant gaps in attainment between PP and non PP students.  Improve outcomes – trends over the last 3 years.	1
Improving whole school literacy – quality first teaching of literacy across all curriculum areas	EEF – Impact of school closures on the attainment gap.	1, 4
Develop whole school teaching and learning strategies to promote the progress of disadvantaged pupils during CPD	Research from the Sutton Trust has shown that high quality teaching and learning has the biggest impact on the progress of disadvantaged pupils.	1, 2
The development of a curriculum that challenges all students	A knowledge rich curriculum that also develops skills with result in the progress of disadvantaged students.  Promotion of curriculum using social media and ClassCharts to improve student attendance.	1, 3, 4
The effective use of homework	EEF toolkit has shown that metacognition and self-regulation to have an impact of +8 months to progress	1, 2
Ensure that all line management/review meetings have a strong focus on disadvantaged students	Line management meetings are calendared weekly/fortnightly and are designed to focus on the quality of education and implementation.  Y11 review meetings will prioritise disadvantaged students.	1, 5
The improved consistency in lessons to promote the progress of disadvantaged pupils	Effective teaching and learning for PP students will promote progress.  All staff aware of who PP students are using ClassCharts	1, 2
Raise levels of aspiration for all	EEF toolkit has shown that high expectations along with peer tutoring	1, 2, 5

disadvantaged students.	can have a huge impact on PP student progress.  Increasing aspirations around attendance will also help to improve progress.	
Ensure all PP students have a wide range of extra-curricular activities available to them to support progress and enrich their education.	At St John Bosco, we strongly believe in developing the whole individual. Disadvantaged students should have the opportunity to develop skills they enjoy as well as the skills they need to succeed in their exams.	1, 2, 5

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

Budgeted cost: £186,739 (*minimum contribution from Pupil Premium*)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Bespoke CPD programme for all staff to enhance subject pedagogy content knowledge across all curriculum areas.	Quality first teaching in the classroom is the most important factor in reducing the attainment gap between PP and non PP students	1, 4
Enhanced CEIAG / Citizenship programme that offers personalised career advice for all disadvantaged pupils (PP, SEND, LAC and PLAC). CEIAG Programme – individual student support, ensuring our disadvantaged students are given opportunities to access higher education.	At the end of KS4 in 2022, internal destinations data indicates that there are 0.55% NEET  At KS5, approximately 98.5% of Year 13 leavers entered education, employment or training with 84% going on to university	1, 2, 3, 5

Ensure all curriculum areas have in place high quality assessments that result in accurate data tracking and provide information regarding gaps in knowledge for disadvantaged pupils	Effective interventions must be based on accurate assessments.	1, 2, 4
Constant cycle of targeted intervention for disadvantaged pupils	Targeted intervention using school staff and external agencies which have been verified by the DfE (TutorTrust, TutorRight)  Effective data analysis and targeted intervention can promote progress	1, 2, 4, 5
The effective use of behaviour and attendance data	Students need to be at school and in lessons to make the required progress during their time at St John Bosco.  Research shows that attendance has a huge impact on achievement.	1, 2, 3

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

Budgeted cost: £111,927 (*minimum contribution from Pupil Premium*)

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Reduce absence and PA figure for our disadvantaged and SEN cohort	School absence and PA figures for disadvantaged students and SEN	1, 3
Dedicated support staff and year leaders focus on monitoring pupil attendance and following up quickly on truancy	Research shows that attendance is key to attainment and for pupils to acquire knowledge there must be strong foundations.  It is important that all stakeholders appreciate that missing more lessons equates to missing more potential learning opportunities	1, 3, 5
Continue to engage with families of	High levels of social deprivation in the local area. As of September	1, 2, 3, 5

disadvantaged pupils and supporting families by providing care packages, electronic devices, improving internet connectivity in the home, free breakfast items and uniform	2022 (SIMS), 46.5% of students are identified as being disadvantaged. The College has a deprivation indicator of 0.4 (IDSR 2022), more than double the national figure of 0.20 and sits in quintile 5.	
Continue to provide outstanding pastoral care for our students and their families including: a dedicated pastoral team linked to each year group, trained mental health leads, college chaplain and a safeguarding team (who meet on a regular basis)	Pastoral system changes have given more dedicated time to deal with any issues that arise. Increase in CAMHS / YPAS referrals shows there is a need for the increased level of pastoral support.	1, 2, 3, 5
Increased self-esteem, resilience and ambition for the future by having a comprehensive programme to enhance the curriculum. This includes extra curricular clubs/trips, university visits and careers guidance.	The EEF research on 'Working with Parents to Support Children's Learning' reviews the best available research to offer. It offers 4 key recommendations and suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.	1, 2, 5

**Total budgeted cost: £484,221**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

<p><b>2024 Outcomes</b></p> <p><b>KS4</b></p> <p><b>P8</b></p> <p>PP: - 0.98    Non-PP: – 0.27</p> <p><b>9-4 (including English &amp; Maths)</b></p> <p>PP 28.6%    Non-PP 54.5%</p> <p>Strategies undertaken to support all PP students during 2023-24 included:</p> <ul style="list-style-type: none"><li>• Pastoral support staff making daily contact with parents/students to ascertain support required.</li><li>• Provision of ICT equipment, including laptops and dongles.</li><li>• Ensured that all students eligible for Free School Meals, received food parcels or vouchers.</li><li>• Breakfast scheme to provide students with food before the start of the school day.</li><li>• One to one and small group tuition in English and Mathematics.</li><li>• Half term revision sessions for pupils, provided by school staff.</li><li>• Well-being counselling.</li><li>• The provision of revision guides and revision packs.</li></ul>
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### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>
TutorTrust 1:1 intervention with students in Maths & Science	National Tutoring Programme
TutorRight Small group tuition for students working in the Oratory due to different pastoral needs.	TutorRight

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
Discretionary funding for additional classroom resources.
<b>The impact of that spending on service pupil premium eligible pupils</b>
Ensured families had access to funding, for example, ICT equipment, revision materials, classroom resources.