

# 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	John F Kennedy Catholic School
Number of pupils in school	1101
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2024
Date this statement was published	Oct 7 2023
Date on which it will be reviewed	Oct 7 2024
Statement authorised by	D Fenrych-Fahy
Pupil premium lead	D Fenrych-Fahy
Governor / Trustee lead	Mrs. N Kuczynska

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£98,325
Recovery premium funding allocation this academic year	£28, 428
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	£126,753

## Part A: Pupil premium strategy plan

### Statement of intent

#### **2022 - 2024 Statement of Intent:**

*Our aim at John F Kennedy Catholic School is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. John F Kennedy has adopted a strategy that focuses PP money directly on improving pupils' outcomes through high quality teaching, interventions and resources.*

Although our strategy is focused on the needs of disadvantaged pupils, we do not isolate the students in receipt of PP funding but instead teach them alongside their peers for the majority of the time supplemented with small groups or individual support. This will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

Our strategy is integral to wider school plans for education recovery, notably through engagement with the National Tutoring Programme for pupils that have been worst affected, including non-disadvantaged pupils, with a strong focus on English and Maths. Being a google school we ensure our disadvantaged students have the same digital access opportunities by supporting/subsidising their purchase of a chromebook for their learning.

For KS4 we have found that in some subjects smaller teaching groups (Maths) provide more effective support for disadvantaged learners and therefore use PP funds in a way that supports the progress of all students too.

*Here at JFK there is a keen focus on providing our disadvantaged students with cultural capital opportunities, independent life skills and career opportunities through the many educational trips on offer, alongside our aspiration programmes such Rising Futures and the Scholars programme namely the Brilliant Club.*

*We continually analyse and review student performance alongside the best means to improve the achievement of all our disadvantaged or vulnerable in any way. We work flexibly and adapt our approach and intervention as needed, to ensure that all disadvantaged children receive the support they need in order to achieve their full potential.*

2024 - 2027

In order to ensure that the Pupil Premium plan is providing the very best support for our students, evaluation, research and planning will begin this year to prepare the next three year plan which will be implemented in September of 2024. The most impactful strategies will be carried forward and implemented alongside additional strategies developed using the Educational Endowment Foundation plan for sustaining an effective Pupil Premium Strategy. During this academic year, the first 3 stages of the EEF 5 point plan (and an additional stage reviewing existing provision) will be completed .

- Step 1: Diagnosis of pupil needs
- Step 2: Review effectiveness of existing strategies in meeting pupil needs
- Step 3: Research evidence-based strategies to further develop existing approach
- Step 4: Develop JFK Pupil Premium strategy 2024-2027

This work will be underpinned by the ethos of our school which seeks to ‘Inspire’ all young people, regardless of disadvantage or need, so that they can ‘Achieve’ their personal best and go on to ‘Serve’ others in keeping with the values of the Gospel.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Attainment and Progress</b> The attainment and progress data of disadvantaged pupils is generally lower than that of their peers and teacher diagnostics assessments suggest that many pupils particularly struggle with literacy and problems solving tasks.
2	<b>Attendance</b> Our attendance data since the start of the pandemic and beyond indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.
3	<b>Home and School Collaboration</b> Engagement with some disadvantaged families.
4	<b>Cultural Capital</b>
5	<b>Mental Health and Aspiration</b>
6	<b>Access to Learning Resources</b>

	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.
	Our assessments, observations and discussions with pupils and families demonstrate that the mental health, wellbeing and wider aspects of development such as independence, resilience and career aspirations of many of our disadvantaged pupils are less than for other pupils.
	Less access to materials/ resources to enhance classroom learning e.g. equipment, revision guides, computers... due to financial shortage/greater deprivation.

## 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
<p>1. <b>Attainment and Progress</b> Increase the PP P8 score and narrow the PP / Non-PP gap.</p>	<p>The P8 score of PP students will increase. The P8 gap between disadvantaged and non-disadvantaged pupils will reduce.</p>
<p>2. <b>Attendance</b> To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2022-24 demonstrated by: - The overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being no more than 2%. Change figures as necessary.</p>
<p>3. <b>Home and School Collaboration</b> To improve the engagement and relationships with PP families to support with student aspiration and home / school communication.</p>	<p>Greater engagement, communication and relationships established with families at key points in the year (PCE, Info. Evenings, Webinars, Options).</p>
<p>4. <b>Cultural Capital</b> Increase opportunities to develop cultural capital in student population.</p>	<p>Increased number of students accessing cultural capital opportunities through attendance on educational trips, cultural trips, enrichment and extra curricular clubs.</p>
<p>5. <b>Mental Health and Aspiration</b> Improve and support students in their development of self-esteem, aspiration, self-confidence and independence.</p>	<p>All disadvantaged pupils have access to non teaching pastoral support teams, and external support through a life coach and mentor.</p>

Raise aspiration of further / higher study.	Disadvantaged students have access to high quality work experience and careers mentoring/aspiration programme.
6. <b>Access to Learning Resources</b> To ensure a level playing field between the disadvantaged and non-disadvantaged pupils in terms of the learning/educational resources available to them.	All students have access to the same learning / educational resources, IT, equipment and opportunities.

## 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: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching supported by coaching through HoD and SLT observation feedback.	Good coaching encourages teachers to become more reflective, articulate and metacognitive in relation to their work and its impact on learners. As such they are more aware of themselves and their capacity as teachers, more knowledgeable about the activity of teaching and the processes of learning and more confident to deploy pedagogical methods to meet the needs of the students in their classrooms.  Research: CfBT Education Trust	1
Additional training for all teaching staff on 'JFK Learning Essentials'.	Continuous professional development from a learning and teaching perspective will improve quality first teaching in the classroom and improve outcomes for students.	1
Paired Peer Observations and	Continuous professional development from a learning and teaching perspective will improve	1

collaborative departmental CPD.	quality first teaching in the classroom and improve outcomes for students.	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £51,753

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reduced class size in core subjects in KS4.	<p>Whilst the EEF research has found that the reduction of class sizes can be costly in terms of enhancing student progress, evidence does support the fact that feedback does have a very positive impact on supporting pupils to focus future learning on areas of weakness, through identifying and explaining misconceptions, through supporting them in taking greater responsibility for their own improvement or through increasing pupils' motivation to improve and we have found that more frequent and quality feedback is possible in smaller class sizes.</p> <p>Research: EEF</p>	1, 5
Provision of resources to PP students to allow for greater access to the curriculum.	<p>Ofcom (2020) data on UK households found that approximately 9% of households with children lacked access to a laptop, desktop, or tablet; 2% had no access to the internet and 4% had smartphone only access.</p> <p>Children in lower earning households were more affected by these financial issues.</p> <p>JFK has provided financial subsidies to ALL disadvantaged students to purchase a chromebook for their learning in the classroom and at home.</p>	1, 5, 6

	<p>The school also provides revision guides and equipment free of charge to disadvantaged students</p> <p>Research: Cambridge Assessment – Coleman 2021</p>	
School-led intervention.	Small group tuition led via after school sessions to address specific needs and gaps in learning for PP students in Year 11.	1, 5, 6
One-to-one tuition.	For individual Year 11 PP students who are finding their core subjects extremely challenging, additional one-to-one tuition will be available to support their progress.	1, 5, 6
Literacy planet programme - making language accessible to all students especially disadvantaged students.	Evidence suggests that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.	1, 5
Funding of a Literacy Coordinator.	Further to the reasons outlined above for the need to prioritise literacy for students who are working at levels below their chronological age, it is also essential to take a broader view of the range of needs presented by our PP cohort. By funding a literacy coordinator, we can look to be innovative in our approach to literacy and also ensure that ample opportunity is taken to challenge students of all abilities.	1,5
Seneca Learning Premium - Supports students independent learning and revision across all three key stages.	Research suggests (EEF 2023) many PP students do not have as much support for education in the home. Seneca is a really important resource which can support independent learning using chromebooks.	1, 4, 6
Hiring of a Teaching Assistant to run PP breakfast club for homework.	Ensure that students are fed and ready for learning at the beginning of the day; ensure that they have	1, 2, 4, 5, 6

	completed homework on time and that they build a positive routine.	
PP Research Grant for Academic Departments / Achievement Teams.	Departments can apply for a grant for additional subject-based activities that will support PP students.	1, 2, 4, 5, 6

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

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specialist SEMH teacher. Non teaching pastoral staff trained in mental health support.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement. Students who feel they belong are more likely to see the value of required work and have higher self-belief in their chances to succeed on their course.	2, 3, 5
Earlier relationship building from Year 6 - phone calls, online meetings with all PP students enrolled in JFK.	Developing relationships before the student arrives at JFK will enhance the experience for that student while at school.	2, 3, 5
Targeted phone calls to PP families to assist in relationship building and driving up attendance and supporting families in being in school.	PP families and students will feel more valued and supported by the school which will improve school & family relationships.	1, 2, 3, 5
Pupil Premium passports for staff.	Improved student / teacher relationships will improve learning and outcomes.	1, 2, 3, 5



Employment of a school Attendance Officer	The Department for Education have found that attendance has a huge impact on pupil progress for all students with pupils with no absence being 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons. Research: DfE and EEF	1, 2
External life coach, counsellor and external mentor	Positive wellbeing has been associated with better and deeper learning, higher levels of creativity and problem solving, higher achievement and better levels of student satisfaction.	5
Opportunities for targeted PP students to attend Rising Futures and Scholars programme	Personal careers guidance and experiences are important because it tailors advice to individual needs, increases aspirations and helps people to navigate their way successfully through education, training and career choices.	5
Increased funding for PP students to attend educational and cultural trips and enrichment activities	Cultural capital opportunities is crucial in the accumulation of knowledge, behaviours and skills that PP students can draw upon to be successful in society, their career and the world of work. 50% of trips will be paid for PP students and 70% of curriculum linked trips.	4

**Total budgeted cost: £ 126,753**

## 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.

Progress 8	-0.74
Attainment 8	31.20
Percentage of Grade 5+ in English and maths	25%

### 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
Rising Futures Programme	Rising Futures
Scholars Programme	Brilliant Club

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We currently have no Service pupil premium funding requirement
What was the impact of that spending on service pupil premium eligible pupils?	We currently have no Service pupil premium funding requirement