

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	146 (DfE 127)
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	December 17th 2024
Date on which it will be reviewed	December 15th 2025
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	£96,000
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£96,000

Part A: Pupil premium strategy plan

Statement of intent

2024- 2027 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. We have adopted a research-based strategy that focuses PP money directly on improving pupils' outcomes through high quality teaching, interventions and resources.

All of our efforts are 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 and the principles of Catholic Social Teaching.

In order to ensure that the Pupil Premium strategy is providing the very best support for our students, evaluation, research and planning has been undertaken over the past year to prepare this new three year plan being implemented in term one of 2024. The most impactful strategies have been carried forward and, alongside, additional strategies have been developed using the Educational Endowment Foundation plan for sustaining an effective Pupil Premium Strategy.

- 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 revised JFK Pupil Premium strategy 2024-2027
- Step 5: Implement revised JFK Pupil Premium strategy 2024-2027

This process is also informed by a HFL review of PP provision (undertaken in January 2024) that called for the strategy to make use of school-based research to complement the national research used to create the previous iteration of our PP strategy. In direct response to this recommendation, an extensive research project was carried out across the school community in order to ensure that the new strategy 2024-2027 is informed by data specific to our school context. The research encompassed pupil and parent/carer voice, departmental and teacher feedback, in the form of questionnaires, focus groups and interviews. Feedback from Achievement Leaders and the Safeguarding team on the impact of the strategy and the specific one-to-one interventions it funds was also gathered in the form of questionnaires and interviews.

Although our strategy is focused on provision for disadvantaged pupils, we are clear that, other than being disadvantaged, our PP students are extremely diverse in their needs, abilities and interests and, as such, they require a PP strategy that is flexible

and sensitive to their individual needs as opposed to one that groups them as a collective based on their economic circumstances.

Our principal academic focus is on literacy and numeracy. The HPL review report welcomed our efforts to maintain this focus which we have done through offering research funding for small action research projects at departmental level. The English Department applied to fund the HFL Reading Fluency Programme with Year 7 students and the Maths department reviewed and changed their on-line numeracy strategy as a consequence of their research last year.

While PP students are taught alongside their peers across the school, at KS4, our in-school research echoes wider educational research that suggests smaller teaching groups provide more effective support for disadvantaged learners and therefore we use PP funds to provide smaller focus groups for teaching low prior attainers (many of whom are PP students) in Maths and English. In addition, targeted Year 11 PP students benefit from an after school tutoring programme for English and Maths that runs from January until the GCSE exam period. It is run entirely with our own teaching staff and the focus is on building really positive working relationships, with the PP students who attend, in order to maximise progress. Our funding is also spent, in part, on whole-school approaches, such as high-quality teaching as it is our intention that outcomes for non-disadvantaged students will be improved as a consequence of our PP strategy wherever possible.

Being a google school, we must ensure our disadvantaged students have the same digital access opportunities by supporting/subsidising their purchase of a chromebook needed for their learning. The chromebook is a key means of supporting PP students with a range of academic challenges, through resources and tools which help with organisation, study skills, literacy and numeracy as well as providing learning materials across all academic departments.

Beyond the classroom, there is a keen focus on providing our disadvantaged students with cultural capital opportunities, through supporting their access to the many educational trips offered by different departments in the school. Independent life skills and career opportunities are nurtured through our aspirational Scholars Programme: the Brilliant Club which works alongside and more specific bespoke support from our school career advisor. Students who may benefit from such an intervention, also have access to coaching, counselling, mentoring and other one-to-one support so that they are able to access their learning and develop their future plans successfully.

Over the course of the next three years, we will continue to analyse and review the way that we deploy our funding, in support of our PP students. We will continue to work flexibly and adapt our approach to ensure that all disadvantaged children receive the support they need and achieve their full potential.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attainment and Progress</p> <p>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, numeracy and problem solving tasks.</p>
2	<p>Attendance</p> <p>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.</p>
3	<p>Home and School Collaboration</p> <p>Engagement with some disadvantaged families could be improved and support more positive outcomes for our PP students.</p>
4	<p>Cultural Capital</p> <p>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.</p>
5	<p>Mental Health and Aspiration</p> <p>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.</p>
6	<p>Access to Learning Resources</p> <p>Less access to materials/ resources to enhance classroom learning e.g. equipment, revision guides, computers... due to financial shortage/greater deprivation.</p>

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. Attainment and Progress</p> <p>Increase the PP P8 score and narrow the PP / Non-PP gap.</p>	<p>The P8 score of PP students will increase.</p> <p>The P8 gap between disadvantaged and non-disadvantaged pupils will reduce.</p>

<p>2. Attendance To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024 - 2027 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%. Increase the percentage of PP students achieving a 5+ in English and Maths each year.</p>
<p>3. Home and School Collaboration 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. Cultural Capital 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. Mental Health and Aspiration Improve and support students in their development of self-esteem, aspiration, self-confidence and independence. Raise aspiration of further / higher study.</p>	<p>All disadvantaged pupils have access to non teaching pastoral support teams, and external support through a life coach and mentor. Disadvantaged students have access to high quality work experience and careers mentoring/aspiration programme.</p>
<p>6. Access to Learning Resources To ensure a level playing field between the disadvantaged and non-disadvantaged pupils in terms of the learning/educational resources available to them.</p>	<p>All students have access to the same learning / educational resources, IT, equipment and opportunities.</p>

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.	<p>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.</p> <p>Research: CfBT Education Trust</p>	1
Additional training for all teaching staff on 'JFK Principles of Inclusive Teaching'.	<p>Continuous professional development from a learning and teaching perspective will improve quality first teaching in the classroom and improve outcomes for students.</p> <p>Strategy underpinned by research from the Sutton Trust, EEF, Evidence Based Education, Early Career Framework, Caritas, Allison and Tharby, Lemov, Sherrington and Strickland.</p> <p>These national research findings have been complemented by in-school research drawing from questionnaires and focus groups involving students and staff.</p>	1
Paired Peer Observations and collaborative departmental CPD.	<p>Continuous professional development from a learning and teaching perspective will improve quality first teaching in the classroom and improve outcomes for students.</p> <p>Strategy underpinned by research from the Sutton Trust, EEF, Evidence Based Education, Early Career Framework, Caritas, Allison and Tharby, Lemov, Sherrington and Strickland.</p>	1

	Feedback from staff in focus groups is that collaborative CPD is extremely helpful in furthering pedagogy in a collaborative, supportive context.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £41,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reduced class size of English and Maths classes at 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> <p>This national research has been supported in our school through student voice and teacher focus groups in English and Maths.</p>	1, 5
Provision of resources to PP students to allow for greater access to the curriculum.	Ofcom 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.	1, 5, 6

	<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> <p>The school also provides revision guides and equipment free of charge to disadvantaged students.</p> <p>Research: Cambridge Assessment – Coleman 2021</p> <p>In-school research supports the importance of having a chromebook in order to access learning both in school and at home.</p>	
School-led intervention.	<p>Small group tuition led via after school sessions to address specific needs and gaps in learning for PP students in Year 11.</p> <p>Since moving the intervention 'in-house', the number of students achieving 5+ in English and Maths increased from 21% in 2022-2023 to 38% in 2023 -2024.</p>	1, 5, 6
One-to-one tuition.	<p>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.</p> <p>Since moving the intervention 'in-house', the number of students achieving 5+ in English and Maths increased from 21% in 2022-2023 to 38% in 2023 -2024.</p>	1, 5, 6
Literacy planet programme - making language accessible to all students especially disadvantaged students.	<p>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.</p> <p>In-school data supports the presence of this disparity making literacy a real priority.</p>	1, 5

Funding of a Literacy Coordinator.	Further to the reasons and research 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.	<p>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.</p> <p>Student and teacher survey support the value placed on Seneca by key stakeholders.</p>	1, 4, 6
PP Research Grant for Academic Departments / Achievement Teams.	<p>Departments can apply for a grant for additional subject-based activities that will support PP students. There is a wealth of research evidence that suggests small-scale research projects can yield innovative solutions to grass roots challenges within organisations.</p> <p>Thomas (2014)</p> <p>This year, the English department will continue to develop their work based on the HFL Reading fluency programme with Year 7. Last year, HFL data on the performance of our students who participated in the programme made an average of 2 years and 8 months progress over 8 the 8 week programme.</p>	1, 2, 4, 5, 6

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

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specialist SEMH teacher. Non teaching pastoral staff trained in mental health support.	<p>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.</p> <p>In-school research based on parents questionnaire, Achievement Team questionnaire and interviews with the Safeguarding team support the effectiveness of the support provided by the SEMH teacher.</p>	2, 3, 5
Earlier relationship building from Year 6 - phone calls, online meetings with all PP students enrolled in JFK.	<p>Developing relationships before the student arrives at JFK will enhance the experience for that student while at school.</p> <p>Payne (2013)</p>	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.	<p>PP families and students will feel more valued and supported by the school which will improve school & family relationships.</p> <p>Payne (2013)</p> <p>Parental questionnaire feedback many parents report a positive relationship with the school and feeling supported.</p>	1, 2, 3, 5
Employment of a school Attendance Officer	<p>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 9-4 or equivalent in-cluding English and mathematics</p>	1, 2

	<p>than pupils that missed 15-20% of KS4 lessons.</p> <p>Research: DfE and EEF</p> <p>Parental questionnaire feedback many parents report a positive relationship with the school and feeling supported.</p> <p>School attendance data suggests that attendance amongst PP students continues to be a priority (76% average attendance for 23-24 Y11 PP Students).</p>	
External life coach, counsellor and external mentor	<p>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.</p> <p>In-school research based on parents questionnaire, Achievement Team questionnaire and interviews with the Safeguarding team support the effectiveness of the support provided by life coaching, counselling and external mentoring.</p>	5
Opportunities for targeted PP students to attend Scholars programme	<p>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.</p> <p>EEF and Payne (2013)</p> <p>In-school research based on parents questionnaire and Achievement Team questionnaire support the positive impact that the Scholars programme has on students.</p>	5
Increased funding for PP students to attend educational and cultural trips and enrichment activities	<p>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</p>	4

	<p>and the world of work. 25% of trips will be paid for PP students.</p> <p>EEF and Payne (2013) In school research based on parents questionnaire, student questionnaire and staff focus group feedback emphasise the value placed on school trips by key stakeholders.</p>	
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Total budgeted cost: £ 96,000

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	-0.54
Attainment 8	37.63
Percentage of Grade 5+ in English and maths	38%

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
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