



1. Pupil Premium

Pupil premium funding at Durham Johnston follows four main strands all of which are focused on improving pupils' achievement, both academically and socially:

- Money used to improve the curriculum opportunities for pupil premium pupils: more teaching; more targeted teaching and intervention; broader curriculum opportunities.
- Money used to ensure that the needs of pupil premium students are of strategic importance at leadership group level. In addition to quality teaching and targeted intervention, the school is intent upon identifying what support all pupil premium students need in the classroom: to identify subject specific needs and to ensure all staff are aware of their specific needs.
- Engaging more with parents and carers so that they take a fuller role in improving their children's achievement
- Ensuring that pupil premium pupils have access to a broad range of opportunities culturally and socially which they may not usually have access to, eg cultural and social experiences. This work is designed to encourage pupils to feel that the school values and cares for them and that coming to school is a good thing; they are not forgotten or passed over when special opportunities are presented. The more the pupils are in the school the better their chances of achieving well.

2. Strategic importance

Durham Johnston has three core values: academic excellence, social justice and global futures. We work so that background is irrelevant to achievement and that aspiration is not limited by circumstance of birth. We want Johnstonians to be reflective, inquiring, tolerant, positive and respectful of the needs of others. We give opportunities for leadership and active citizenship. The performance of students whose circumstances may make them more vulnerable is therefore one of our five key priorities:

Strategic priority one	Further improve provision and outcomes for students whose circumstances make them potentially vulnerable (specifically, DSEN and PP students).
Strategic priority two	Improve motivation and commitment of 'our rising stars'; those who, across time, lose motivation and make slower progress as a result.
Strategic priority three	Ensure that the formal and informal curriculum match the needs of the students and external examination changes.
Strategic priority four	Develop more robust links between the school and our parents, our community and our alumni.
Strategic priority five	Develop the effectiveness of our staff, by developing skills to match the curriculum, succession planning, and formalising the sharing of good practice.

Planning for strategic priority one included the following for the 2015-2016 improvement cycle:

Action	Where we are now	Where we want to be
1.1 The pastoral system to be repurposed to provide more resource for SEND and PP students throughout their time at the Johnston.	Additional human resourcing weighted towards Year 7. Additional pressures on schools for reporting to parents of SEND students and PP students exits.	Pastoral system processes and procedures aligned to current external requirements on the school.
1.3 CLA tracking and support to be formalised and dovetail with LA processes and protocols.	Requirements on the school for paperwork linked to CLA have increased.	CLA students are cared for pastorally, make progress academically, and the school

		remains compliant with external requirements.
1.5 DNA profiles to be developed and rolled out from Year 7 to Year 8, and shaped for the new year 7 cohort (2015)	Year 7 system in place.	The system is refined and shaped according to year group and year leader (Years 7 and 8 within roll out).
1.6 Case studies linked to <i>named</i> Primary school to be completed and research disseminated.	Some information about PP students available from monitoring activity now in the cycle.	Information from provision at primary schools to inform new programmes / policy at the Johnston.
1.8 Changes to the Student Support Centre (SSC) to be considered and staffing reviewed across the academic year.	Well-functioning provision. Flexi-school and internal FTE system to be folded into the SSC.	Fewer FTEs, fewer repeat offenders, strong outcomes for students in flexi-school, no PXs.
1.9 Gaps in LA provision for student support to be identified and school provision to extend to support the most vulnerable students.	Provision which supports those with particular needs is decreasing in size and quality yet increasing in price.	Strong pastoral and academic outcomes for all students, including those who are more vulnerable.

Planning for this current year includes the following actions:

Action	Where we are now	Where we want to be
1.1 The safety and academic progress of students that may benefit from a partial timetable to be secured.	Systems to support performance are in place, but need developing and embedding further.	+0.5 in P8 and no sub-groups underperforming. Fewer 'outlying students' impacting on P8.
1.2 Mental health programme and provision to be comprehensive and mapped.	An increasing number of students citing mental health issues and less LA support.	A support and prevention programme to be in place and beginning to have a positive impact.
1.3 Case studies linked to <i>named</i> Primary school to be completed and research disseminated.	Some information about PP students available from monitoring activity now in the cycle.	Information from provision at primary schools to inform new programmes / policy at the Johnston.
1.6 Access database to be populated so PP finances, provision and impact can be monitored. Possibility of provision mapping for PP students to be researched.	A clear understanding of the performance of PP students, but a less secure understanding of what works for PP students across the curriculum on a day to day, week by week basis.	The ability to clearly identify how we have used PP finance to support students and the ability to clearly establish a correlation between finance, provision and impact.
1.9 Fully embed CP procedures and training within the pastoral system	CP procedures lie with DHT	Wider coverage and understanding of these issues.

3. Pupil Premium (PP) 2015 – impact on outcomes

3.1 Academic outcomes

Achievement is one measure of the success of pupil premium pupils. We aim to give all pupils the best chances of success in the next stage of their education. The school has information about the progress and attainment of all of its students in all year groups. However, in as far as published data are concerned, there is evidence of the achievement gap being narrowed for pupil premium students **over time** at Durham Johnston.

	2014-2015			2015-2016		
	Actual	National (disad)	National (non disad)	Actual	National (disad)*	National (non disad)*
					2015 stats	2015 stats
PUPIL PREMIUM						
Number of students	50			42		
Average Point Score on entry (Non PP)	29.7			29.7		
Average Point Score on entry (PP)	25.2			26.9		
Average Point Score Gap	4.5			2.8		
Five A*C including English and mathematics	32.0%	36.0%	63.0%	57.0%	36.0%	63.0%
EBACC	4.0%	11.0%	28.0%	26.0%	11.0%	28.0%
Capped average point score (GCSEs Only)	212.0	259.0	326.0	288.0	259.0	326.0
Three levels of progress in English	57.0%	58.0%	74.0%	73.0%	58.0%	74.0%
Three levels of progress in mathematics	49.0%	49.0%	72.0%	60.0%	49.0%	72.0%

The gap between disadvantaged pupils and their non-disadvantaged peers is closing over time. This table uses legacy measures in the absence of validated Progress 8 and Attainment 8 information. The smaller cohort of disadvantaged students, and the difference in entry profile can skew data to a certain extent. Nevertheless, the broad picture of the performance of disadvantaged students is one of improving strongly towards that of other students nationally, or indeed differences having been diminished. Specifically:

- 5ACEM has increased rapidly, matches the national for all pupils, and is nearing that for non-disadvantaged pupils. Gap closing rapidly.
- Performance at EBACC has increased rapidly, and is very close to that of non-disadvantaged pupils nationally. Gap closed.
- CAPS has increased rapidly and is marching towards that of no-disadvantaged pupils. The current focus on ensuring that more have subjects that match Progress 8 will further diminish difference. Gap closing rapidly.
- 3LP in English has passed that of all pupils, and is now at that for non-disadvantaged pupils. Gap closed.
- 3LP in mathematics is improving strongly, and surpasses that for other disadvantaged pupils by 11 percentage points. Gap closing rapidly.

Internal data would suggest that next steps as far as provision and curriculum are concerned will be to ensure a larger percentage of students (specifically disadvantaged students) sit GCSE examinations in three EBACC subjects, as this has had a negative impact on outcomes data for this sub-group of students using new measures. This is part of the school development plan.

3.2 Pastoral outcomes

Published pastoral outcomes (2014-2015) for pupil premium students remain strong both in comparison to other pupil premium students and all students nationally. We await confirmation of outcomes for 2015-2016.

Overall absence	Durham Johnston	National
Disadvantaged (FSM in ROL)	6.3%	7.5%
Non-disadvantaged	3.8%	4.3%

Persistent absenteeism (@15%)	Durham Johnston	National
Disadvantaged	8.0%	10.9%
Non-disadvantaged	2.7%	3.3%

% on roll with a fixed-term exclusion	Durham Johnston	National
Disadvantaged	6.01%	8.34%
Non-disadvantaged	1.06%	2.51%

% on roll with multiple exclusions	Durham Johnston	National
Disadvantaged	2.15%	3.42%

Non-disadvantaged	0.43%	0.34%
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From school monitoring, attendance has further improved, as has the proportion of students who are persistently absent. However, the number of fixed term exclusions had risen. The pattern over time is of improved absence for all groups, and less persistent absenteeism for all groups.

However, a gap remains between disadvantaged in school and non-disadvantaged nationally. Both are improving at the same rate.

3.3 Destinations

There was one NEETs for Year 11 in 2016. The student was in receipt of the pupil premium and a case-study statement is available. Therefore 99.5% of students have a place in post-16 provision (6th form/school/ FE College/ employment with training etc.) Pupils at risk of being 'Not in Education Employment or Training' (NEET) received specific support to ensure successful post-16 progression; several of these pupils continue to receive support from external agencies.

4. Pupil Premium (PP) 2016 - planned expenditure

The allocation for 2016-17 is £243,000. This figure has been allocated on the basis of the 224 students across the school classified as having an entitlement to Pupil Premium funding. Of these, nine are 'Looked After Children' and are entitled to Pupil Premium Plus funding. 22% of the school community at Durham Johnston is entitled to Pupil Premium funding.

The table below shows the planned Pupil Premium expenditure for 2016-17 (all budget headings indicate a percentage spend for numbers of PP students in receipt of additional funding). Our planned expenditure exceeds the allocation (£284,000) but mirrors the importance we place on these students. In addition, development work as outlined in the school plan is in addition to this expenditure (albeit under the remit of the AHT (see * below).

Area	Intervention	Notes	Budget
Curriculum and teaching	Changing of designation of AHT (strategic leadership of outcomes for vulnerable learners)*	Percentage salary for this post (plus reduction in teaching load)	£14,000
	Change in designation of four Extended Leadership Group teachers; to target support for attendance, organisation and academic progress)	A £2000 salary increase for a fixed two-year period.	£8,000
	Additional teaching groups in English and Mathematics in year 7, 8, 9 and 10 by creating smaller groups	28 additional periods of Maths and English teaching	£102,000
	Intervention groups at KS4	DHTs are English and maths specialists. DH teaching intervention groups	£16,000
	Focus group in year 7 and 8	8/12 year 8 pupils and 8/10 year 7 LJS and SM	£45,000

	Alternate Provision	Proportion of payment for students taken to 'panel' and DHT time fortnightly to service Durham Central Panel.	£36,500
	Development of alternative provision internally (SSC)	Staffing and development role	£9,000
	Team around the school (TAS) initiative support	To reduce PX and FTE in Y9	£1,000
	Homework club	Supporting learning of those most vulnerable	£6,000
	Mini- bus with disabled access	Additional rental cost	£3,000
	SEN -Additional Support	LAC with behaviour issues supported to prevent PX	£10,000
	SEN - Additional Interventions	Accelerated reading Additional salary costs in SEN department.	£1,000
	Targeted IAG	Work Experience and Mentoring project	£500
	Targeted curriculum Activities	Maths Boot camp / Pizza sessions Battlefields	£3,500
	Staff Development and Training	Training for six members of staff regarding supporting vulnerable students with mental health issues	£3,000
	Targeting pupils with emotional barriers to learning	Reduced teaching load of YL to provide and coordinate support	£3,500
	Provision of specialist equipment	Targeting particular areas of need: Eg two pupils provided with a lap top to enable her to complete ICT course work at home; one student provided with a camera to aid photography course and three students received assistance so as to participate in curriculum study visits.	£2,000
	After school buses	To enable disadvantaged pupils to access after school activities without incurring additional transport costs.	£3,000

Engaging with Parents	Transition	SEN / PP outreach into primaries	£,2000
	Improved primary school links	To work closely with Brandon primary school.	£1,000
Social and Cultural	Aim Higher-Continuation	To support pupils from disadvantaged backgrounds accessing Higher Education	£2,000
	GAT – Activities	To promote GAT activities with disadvantaged pupils	£2,000
	Provision for Extra Curricular Activities	To provide opportunity for disadvantaged pupils	£3,500
	Provision for Cultural Activities	To provide opportunity for disadvantaged pupils	£3,500
	School uniform	To ensure continued education for a few pupils	£3,000

Some changes to the allocation from the previous year have been made, as we continually review and improve provision at the Johnston. Clearly, the impact of some of these activities is difficult to quantify, since several students will be involved in different programmes at different times. However, the following are examples of changes made.

- In an attempt to focus on academic and pastoral outcomes (data), less money has been made available for cultural activities (including, for example, late buses for extra-curricular activities).
- To support MAP PP students, more money has been allocated for these students (GAT activities, curriculum support focused more on these students (e.g. additional teaching groups).
- Progress 8 will require more PP students to fill all three EBACC buckets, and the XLG posts in addition to usual curriculum planning will offer more support to students who find more academic arrangements difficult.
- Alternative provision budget has increased so that PP students in AP will be expected to follow, at times, a more academic curriculum to ensure P8 outcomes are stronger.

4. Catch-up funding (CUF) 2016

The school received £5,000 in funding for Year 7 catch up in 2015. The impact is listed below. The school received £4,500 in funding for Year 7 in 2016, and planned expenditure is also listed.

5.1 Achievement

In the year 2015-2016 catch-up funding was used to further develop provision for students arriving at school with Level 3 in English and / or mathematics. The school continues to separate reading and writing for English assessments as to be able to fully focus on the skills, knowledge and understanding of the students. As a result of this funding, and other provisions offered by the school:

58% of Level 3 students moved to Level 4 by the end of the academic year in reading.

58% of Level 3 students moved to Level 4 by the end of the academic year in writing. Some of these students remain in the Focus Group as we continue to intervene with some of those with specific needs.

71% of Level 3 students moved to Level 4 by the end of the academic year in mathematics.

5.2 Planned expenditure

There is a continued focus on literacy as the main driver for improvement in understanding and cognitive development. We will maintain the higher level of spending on these students to assure strong progress with this important group of students.

Area	Intervention	Notes	Budget
Curriculum and Teaching	Focus group in year 7 and 8	8/12 year 8 pupils and 85/10 year 7 LJS	£4,000 CUF
	Maths intervention		£2,000
	Fresh start phonics programme	Within student support department	£2,000
	Guided reading programme	Within student support department	£2,000
	Magic Spelling	Within student support department	£2,000

This year we will also focus on the system of life after levels to track these students through Year 7, since they are arriving with skills we would consider as lower than average (developing). That which we consider 'secure' at the end of Year 7 is listed below. We will be able to report on how many children arrived below average who reached secure next academic year.

English reading	<p>Year 7 pupils should be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> identify the purpose and audience of texts; <input type="checkbox"/> infer and deduce meanings from the texts; <input type="checkbox"/> choose evidence from the text to support their views; <input type="checkbox"/> comment on the writer's choice of language and structure; <input type="checkbox"/> comment on the effects on the reader; <input type="checkbox"/> comment on the context in which texts were written; <input type="checkbox"/> summarise key ideas from texts; <input type="checkbox"/> identify similarities and differences between texts.
English writing	<p>Year 7 pupils should be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> produce writing that is suitable for the purpose and the audience; <input type="checkbox"/> use correct punctuation within sentences e.g. commas; <input type="checkbox"/> use a range of connectives; <input type="checkbox"/> use complex sentences to add ideas; <input type="checkbox"/> vary the structure and length of sentences to create effects for the reader; <input type="checkbox"/> use links between clear paragraphs to structure work; <input type="checkbox"/> make vocabulary choices that are sometimes adventurous and occasionally use words for effect. <input type="checkbox"/> spell simple words correctly.
Mathematics	<p>Year 7 pupils should be able to:</p> <p><u>Term 1</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Add and subtract whole numbers <input type="checkbox"/> Estimate answers to calculations by rounding <input type="checkbox"/> Calculate perimeters of compound shapes <input type="checkbox"/> Use standard algorithms to multiply a four digit number by a two digit number <input type="checkbox"/> Carry out multiplication and division of decimal numbers using standard algorithms <input type="checkbox"/> Calculate the area of compound shapes involving rectangles and triangles <input type="checkbox"/> Calculate the mean of a set of data <input type="checkbox"/> Know the meaning of the terms square, cube and prime <input type="checkbox"/> Find the highest common factor of two or more numbers. <input type="checkbox"/> Carry out calculations using number bases other than base ten

Term 2

- Draw measure and name acute and obtuse angles
- Find unknown angles
- Recall properties of triangles and rectangles and apply knowledge to solve problems
- Calculate the area of a parallelogram
- Simplify fractions
- Compare and order fractions and decimals
- Calculate the lowest common multiple of two or more numbers
- Add and subtract fractions using standard algorithms
- Add and subtract mixed numbers.
- Calculate a fraction of a quantity

Term 3

- Recall and apply the rules of order of operations (BIDMAS)
- Substitute numerical values into expressions
- Formulate algebraic expressions to solve word problems
- Identify the term-to-term rule for a given sequence
- Read and interpret pie charts
- Convert between fractions, decimals and percentages
- Calculate a percentage of a quantity
- Calculate a whole amount given a percentage
- Solve word problems with proportion

Leadership Group
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