

Durham Johnston Comprehensive School

Pupil Premium Strategy Statement 2018-19

1. Rationale

Durham Johnston has 5 core values:

1. **Academic Excellence**; progress for all.
2. **Acquiring Knowledge**; the importance of being an educated person and knowing things.
3. **Social Justice**; opportunities for all, regardless of background.
4. **Public Service**; the importance of making a contribution to the school community and wider society.
5. **Global Opportunities**; a rounded education that 'opens doors' regardless of location or specialism.

The performance of disadvantaged students and the inclusion of those who are vulnerable are a strategic priority for Durham Johnston.

2. Year 7-Year 11 Pupil Premium Funding

Pupils Eligible for PP Funding	Number of Eligible Boys	Number of Eligible Girls	Number of Looked After Children/ Post LAC
229	103: £935	126:£935	9 LAC @ £1,700* 12 PLAC @ £2,300 1 OOC LAC @ £1800

*Looked After Children in Durham receive £2,300 with £600 being retained centrally by the Local Authority.

3. Pupil Premium Summary Information

Total Number of Pupils (Inc. FTE)	1646 (1299 in Y7-Y11)	Number of Pupils Eligible	1299
Total Pupil Premium Budget	£257015	% of Pupils Eligible	18%

4. Key stage 4 - Outcomes

	Achievement (2018)										
	Total Cohort		Disadvantaged		A8			P8			
	Nat Av	DJCS	Nat Av	DJCS	2016	2017	2018	2016	2017	2018	
Basics 4-9	63%	85%	69%	70%							
Basics 5-9	37%	66%	39.9%	44.7%	DURHAM JOHNSTON NON PP	5.6	5.7	5.9	0.25	0.2	0.4
P8		0.28	-0.5	-0.39	NATIONAL NON PP	4.8	4.9	5	0.09	0.09	0.11
4-9 overall	67%	88%		70%	DURHAM JOHNSTON PP	3.9	4	4.3	-0.32	-0.69	-0.39
A8	4.5	5.7		4.25	GAP NAT NON PP & DJCS PP	0.9	0.9	0.7	-0.78	-0.4	-0.5

5. Barriers to Future Attainment

Academic Need	Action	Desired Outcome
Improved attendance at lessons	Early identification of attendance issues within subjects. Swift referral to FT/YL, Attendance team. Revision of attendance procedures.	Pupils in lessons, receive quality teaching, subject specific advice, instruction and guidance.
Improved P8 of disadvantaged pupils at GCSE	Early identification of underachieving pupils. Regular monitoring of behavior and attendance issues alongside academic achievement at every pastoral and subject level.	Increased P8 for disadvantaged pupils

Improved literacy and vocabulary across all Key Stages for underachieving groups (PP, SEND, attendance below 95%)	LG – literacy post across KS and Subjects. Phonics programme. HWK & Breakfast club. Additional literacy session SSC and breakfast club. Mentoring sessions. Language opportunities. Homework club, wed free bus. KS 2 teaching	Improved P8 of all pupils. Across all subjects not confined to English.
Increased preparation of pupils for transition between key stages	Additional staffing transition events. LG transition team. Clear advice on next steps in education, adequate preparation for those next steps. Informed choices supported & made. KS4-5 programme: increased links with DJCS sixth form team. Familiarity, visits for Y11 pupils. Support staff at KS2-3, KS3-4, KS4-5 transition events	Explicit support structure – making pupils aware of where to access support for advice on education. Smooth and successful transition. Increased work with Y5 pupils, especially those with SEND.
Social, emotional and wellbeing barriers		
Need	Action	Desired Outcome
Improved Attendance	Pastoral and academic systems merger of good practice. Pro-active recruitment of parental support. Trauma and attachment training all staff Increased efficiency of attendance procedures, shared good practice between attendance and welfare officer and data manager regarding particular groups of pupils.	Instill sense of belonging to DJCS improved attendance. Termly priority for pastoral teams, identified from dashboard.
Increase academic guidance and pastoral support for PP pupils	Background becomes irrelevant to opportunities to achieve potential. Improved choices and in particular improved points score in open bucket & Ebacc. SIMS easy access update on PP pupils.	Early identification of potential barriers to learning, removal of barriers impeding progress. Continued trend for increased numbers off P in our sixth form (9 trebled numbers for last academic year)
Develop bespoke curriculum opps alongside emot support	Develop SSC capacity. Breakfast club. School counsellor – vulnerable pupil priority access. SSC staffing/facilities. LG – Vul grps role,	Improved attendance and achievement of vulnerable pupils

Increased positive pupil and parental engagement with school.	Revision of open evening programme. Informed/improved communication with parents, to share information regarding pupil progress and transition information Enviro club, public service, cohort events. LG – support role rewards	Increased support for pupils from home to encourage achievement, attendance. Increased experience of positive educational experiences.
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6. Pupil Premium Planned Expenditure					
Desired Outcomes	Action	Evidence Source	Expenditure	Baseline Data	Evaluation (Autumn, Spring, Summer)
Improved Attendance resulting in improved academic achievement.	Additional periods of Ma and Eng AHT T&L Attendance and welfare officer CPD Intervention groups at KS4	EEF – what happens in the classroom makes the biggest difference.	£106000 £40000 £9000 £9000	Previous year attendance figures. Comparison to LA and national figures	
Improved P8 of disadvantaged pupils and target groups at GCSE.	Homework Club, LSA specific support and transport. Extra-curricular Intervention sessions Alternative Provision	EEF – Targeted small group and 1:1 interventions have the potential for the largest immediate impact upon attainment.	£8000 £5000 £27500	Comparison to LA and national P8 figure for target groups.	
Smooth and successful transition between key stages.	SLG Transition Team established. C&G advice Outreach into Primaries Support staff attendance at Transition events & Y7 Pastoral Admin CPD	EEF – Transition between phases of education is a risk point for vulnerable learners. The challenge of improving post-16 attainment is a particular issue for students from disadvantaged backgrounds.	£2500 £7697 £18000 £12000	Evidence of progress to next stage – Y7 behaviour events and attendance, GCSE entries, NEET figures for KS5. Raised aspirations.	

Improved attendance and achievement of vulnerable pupils	Development of alternative provision internally. Bespoke curriculum opportunities in KS3&4 Additional minibuss costs Use of fitness facility for vulnerable groups Additional phonics programme	EEF – A majority of pupils eligible for FSM have not achieved a good standard in maths and English by age 19. EEF - Studies now show properly trained and supported LSA can boost target pupils progress.	£21000 £10000 £4439 £8000 £4500	Previous attendance and achievement figures of pupils. Target grades. Reduced PA.	
Increased positive educational experiences for disadvantaged pupils.	AHT role, Senior teacher and support roles specific for disadvantaged pupils Extra-curricular access to activities for disadvantaged groups Cultural events such as Y7 cathedral Targeted curriculum activities eg maths boot camp Aim higher type university events and associated cover costs	EEF – Senior leadership of a whole school approach can raise the attainment for disadvantaged pupils.	1 x £14000 2 x £2500 3 x £2000 £3500 £3000	Pupil record of cultural experiences. Increased positive opportunities recorded.	

7. Budget Summary		
Desired Outcome		Cost
A	Improved Attendance resulting in improved academic achievement.	£119439
B	Improved P8 of disadvantaged pupils and target groups at GCSE.	£89500
C	Smooth and successful transition between key stages.	£40197

D	Improved attendance and achievement of vulnerable pupils	£35500
E	Increased positive educational experiences for disadvantaged pupils.	£39500
Total Budget Spent		£324136

Additional Funding Supporting Provision	

Governance			
Monitoring The Effectiveness & Impact of Pupil Premium Performance			
Pupil Premium Governor:			
Pupil Premium Committee Meeting	Autumn:	Spring:	Summer:
Autumn Summary			
Spring Summary			
Summer Summary			
Review Date		July 2018.	