

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	JCoSS
Number of pupils in school	1339
Proportion (%) of pupil premium eligible pupils	5.9%
Academic year/years that our current pupil premium strategy plan covers	2021/2022
Date this statement was published	December 2021
Date on which it will be reviewed	July 2021
Statement authorised by	Liz Weddle
Pupil premium lead	Ellena Horne
Governor / Trustee lead	Mike Hymans

### Funding overview:

Detail	Amount
Pupil premium funding allocation this academic year	£61, 119.96
Recovery premium funding allocation this academic year	£7444.50
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	£68,564.46

## Part A: Pupil premium strategy plan

### Statement of intent

- *Our intention is that all pupils, irrespective of their background or the challenges that they face have access to high quality learning and make good progress and achieve high attainment across the curriculum.*
- *High-quality teaching is at the centre of our focus, with our disadvantaged students requiring the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap.*
- *Our strategy is also integral to wider school plans for education recovery, in regards to recovery premium and the targeted intervention of our Pupil Premium students, we will therefore ring-fence all Pupil Premium funding from the main budget.*
- *Our approach throughout will be responsive to common challenges and individual needs, rooted in diagnostic assessment, and clear communications between staff, pupils and their parents/guardians. The essential point is to ensure that disadvantage does not hinder potential. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:*
  - *Ensure disadvantaged students are challenged in the work that they are set.*
  - *Act early to intervene at the point identified.*
  - *Adopt a whole school approach in which all staff member takes responsibility for disadvantaged pupil's outcomes and raise expectations of what they can achieve.*
  - *Remember that the money is for designated students; we therefore believe that students and their parents should have an input on how this money is spent.*
  - *Offer, monitor and evaluate interventions.*
  - *Take account of guidance from Ofsted's September 2014 report 'the Pupil Premium: an update', relevant Sutton Trust reports, recommendations in Education Funding Agency bulletins, the Education Endowment Foundation and from the LA. In addition we will support staff in attending annual Pupil Premium conferences.*
  - *Work with the National College and SSAT (when applicable) by inviting Pupil Premium system leaders into school to evaluate our provision.*

## Challenges

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

Challenge number	Detail of challenge
1	Our assessments, observations suggest that the education and wellbeing of many of our disadvantaged pupils has been impacted by partial school closures to a greater extent than for our other pupils. This has also been supported by findings from a number of national studies. This has resulted in significant knowledge gaps resulting in student's falling behind further in regards to age related expectations.
2	Our observations throughout the school suggest many of our disadvantaged students lack meta-cognitive/ resilience strategies when faced with challenging tasks, most notably in written assessments. This has been noted across the whole school curriculum.
3	Our observations and discussions with student's families as well as pastoral members of staff has highlighted a number of social and emotional issues for many pupils. This is partly due to a concern with regards to catching up with lost learning, lack of enrichment opportunities due to the pandemic, a change to the expected way of learning online and worries about future prospects.
4	Our attendance data over the last year indicates attendance among disadvantaged students has been 3.54% lower than for non – disadvantaged students.  Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
5	Our attainment 8 results have remained consistent, however they are below the National comparison. Progress 8 results have improved, however there is in school variation to be addressed. Consequently we will need to continue to monitor and evaluate the outcomes of tuition and intervention based programmes.
6	Our observations and discussions across the school and with student's families have identified that we need to continue to keep communication between the school and families open. This will help with understanding diagnosing and responding to pupils individual targeted needs.

## 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
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<p>Improved attainment among disadvantaged pupils across the curriculum at the end of KS4.</p>	<p>By the end of our current plan in 2021/22 we want to make sure that our attainment 8 and progress 8 gap at KS4 continues to close amongst all subjects. We will use provision mapping to monitor the outcomes of the success of interventions put in place for each disadvantaged student.</p>
<p>Improved reading comprehension among disadvantaged pupils across KS3 and KS4.</p>	<p>Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny whilst also utilising accelerated techniques within the classroom.</p>
<p>Improved metacognitive and resilience skills among disadvantaged pupils across all subjects.</p>	<p>Teacher reports and class observations will suggest disadvantaged pupils are more able to monitor and regulate their learning. This finding is supported by homework completion rates across all classes and subjects.</p>
<p>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.</p>	<p>Sustain high levels of wellbeing from 2021/22 demonstrated by:</p> <ul style="list-style-type: none"> <li>• Qualitative data from student voice, student and parent surveys, SLT mentor feedback and teacher observations</li> <li>• An increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils</p>	<p>Sustain high attendance levels across the years 21/22:</p> <ul style="list-style-type: none"> <li>• Ensuring the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced from the current gap of 3.54%.</li> </ul>

## 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: £8795.33

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding a whole school ethos on Cultural Capital across the curriculum with a particular focus on the benefits this will have on our Pupil Premium students:</p> <ul style="list-style-type: none"> <li>- Teacher training and support in release time.</li> <li>- Pupil Premium Faculty Champions.</li> <li>- SLT Year Pupil Premium mentors.</li> <li>- Pupil Premium CPD national events.</li> </ul>	<p>Evidence has demonstrated the benefits of embedding a curriculum that celebrates the culture of all our students and values diversity:</p> <p><a href="https://schoolleaders.thekeysupport.com/school-evaluation-and-improvement/inspection/whole-school-inspection-criteria/how-to-avoid-narrow-definitions-of-cultural-capital/">https://schoolleaders.thekeysupport.com/school-evaluation-and-improvement/inspection/whole-school-inspection-criteria/how-to-avoid-narrow-definitions-of-cultural-capital/</a></p>	<p>1, 2 &amp; 5</p>
<p>Developing resilience and determination in our students as a result of lack of confidence due to the pandemic.</p> <ul style="list-style-type: none"> <li>- Teachers to embed skills, techniques and approaches within their classroom.</li> <li>- Sports Leaders Course (pilot study, if successful to be considered in other subject areas).</li> </ul>	<p>Teaching metacognitive strategies to pupils can be an inexpensive to help students become more independent learners.</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf</a></p>	<p>1 &amp; 2</p>
<p>Utilising Provision Mapping by EduKey</p>	<p>Utilising this software to review which provisions are working best for our Pupil Premium students.</p>	<p>1, 2, 3, 4, 5 &amp; 6</p>

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

Budgeted cost: £23141.05

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Utilising our Recovery Premium budget to provide intervention, tuition and mentoring for disadvantaged pupils whose education has been most impacted by the pandemic.</p> <p>To include one-to-one/small group tuition in a range of subjects, both within and outside of the school day (English and Maths are the core option).</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p>And in small groups:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	1, 2 & 5
<p>Continue to supply access to high quality remote learning ensuring all students are equipped with a school laptop</p>	<p>It is important to ensure that all disadvantaged students can access high quality remote learning if the circumstances prevail. Evidence to demonstrate the importance of this is:</p> <p><a href="https://epi.org.uk/publications-and-research/department-for-education-publishes-new-epi-research-on-pupil-learning-loss/">https://epi.org.uk/publications-and-research/department-for-education-publishes-new-epi-research-on-pupil-learning-loss/</a></p>	1, 2, 3, 4 & 5
<p>The use of a learning mentor who</p>	<p>The EEF note that this can have a small but positive impact on learning outcomes</p>	1, 2, 3, 4 & 5

works mainly with KS4 students identified as underachieving . The focus is usually on Maths and English but can be used for other areas.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a>	
Online tutoring package: Seneca learning  Exam preparation package including revision guides, revision workshops and an exam stationary pack (where required for the pre-public examination week).	Online Software packages can be a useful tool for diagnostic assessment.  <a href="https://educationendowmentfoundation.org.uk/news/ee-f-blog-five-ways-to-use-diagnostic-assessment-in-the-mathematics-classroom">https://educationendowmentfoundation.org.uk/news/ee-f-blog-five-ways-to-use-diagnostic-assessment-in-the-mathematics-classroom</a>	1 & 5

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

Budgeted cost: £36,628

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in DfE's Improving School	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels:  <a href="https://www.gov.uk/government/publications/school-attendance/addendum-recording-attendance-in-relation-to-">https://www.gov.uk/government/publications/school-attendance/addendum-recording-attendance-in-relation-to-</a>	1, 2, 3, 4, 5 & 6

<p>Attendance advice. Staff will get training and release time to develop and implement new procedures .</p> <p>To also include salaries for staff involved in the organisation, delivery and management of Pupil Premium.</p>	<p><a href="https://coronavirus-covid-19-during-the-2021-to-2022-academic-year">coronavirus-covid-19-during-the-2021-to-2022-academic-year</a></p> <p><a href="https://epi.org.uk/publications-and-research/department-for-education-publishes-new-epi-research-on-pupil-learning-loss/">https://epi.org.uk/publications-and-research/department-for-education-publishes-new-epi-research-on-pupil-learning-loss/</a></p>	
<p>Supporting students wellbeing by providing support services</p>	<p>Evidence from the education observatory demonstrates that disadvantaged students benefit significantly from 'hidden resources' such as mentoring:</p> <p><a href="https://educationobservatory.co.uk/pupilpremiumprimer/maximising-hidden-resources/">https://educationobservatory.co.uk/pupilpremiumprimer/maximising-hidden-resources/</a></p>	<p>1, 2, 3 &amp; 6</p>
<p>Developing a web of connections with Careers for students long term aspirational planning</p>	<p>Evidence from the DfE guidance has demonstrated that it is important to support disadvantaged students with raising their aspirations:</p> <p><a href="https://www.gov.uk/government/publications/school-level-strategies-to-raise-aspirations-to-higher-education">https://www.gov.uk/government/publications/school-level-strategies-to-raise-aspirations-to-higher-education</a></p>	<p>3</p>
<p>Contingency fund for acute issues</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>1, 2, 3, 4, 5 &amp; 6</p>

**Total budgeted cost: £68,564.46**



## 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 2020 to 2021 academic year.

*Internal analysis of outcomes shows an improving trend. The A8 and P8 gap are closing.*

*Please [see](#) this link for how TAGs were assessed. Pupils in receipt of the pupil premium were assessed following this policy.*

*Our personalised strategies and tutoring program improved outcomes.*

	2021 All	2021 PP	2020 All	2020 PP	2019 All	2019 PP	2018 All	2018 PP	National 2019		LA 2019
									PP	Non - DA	
Attainment 8	64.4 ↑	56.0 ↑	61.5 =	51.0 ↓	61.8 ↑	45.5 =	56.6	45.86	46.36	49.96	55.89
Progress 8	0.98 ↑	0.59 ↑	0.96 ↑	0.31 ↑	0.68 ↑	-0.02 ↑	0.47	-0.11	0.00	0.13	0.0
% achieving 9-4 in En & Ma	92.4 ↓	80.0 ↓	93.4 ↑	90.5 ↑	87.0 ↑	75.0 ↑	80.0	64	64	71	40
% achieving 9-5 in En & Ma	85.9 ↑	73.3 ↑	76.9 ↑	61.9 ↑	72.0 ↑	44.0 ↑	62.0	36	43	50	61
% achieving 9-4 in combined science	90.2 ↑	71.4 ↑	79.6 ↓	63.6 ↑	85.7 ↑	62.5 ↑	76.0	55	65	71	
EBacc Average Point Score	5.2 ↓	4.4 ↑	5.0 ↓	3.9 ↑	5.7	3.65 ↓	5.0	3.93	4.03	4.39	5.18
% achieving EBacc at 9-5	17.3 ↑	6.7 ↑	11.5 ↓	0 =	19.2 ↓	0.0 ↓	31.0	9	17	20	39
% entered for EBacc	19.9 ↑	13.3 ↑	17.0 ↓	9.5 ↓	24.2 ↓	18.8 ↓	51	27	35	43	61

*We monitor all pupils through the yearly 'Student Achievement' review cycle. Pupils in receipt of the pupil premium are monitored by the PP lead and intervention strategies implemented as required.*

### 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
Pinpoint Learning	Pearson
Provision Mapping	EduKey

## 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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

## Further information (optional)

### **Additional activity**

*Our Pupil Premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. This will include:*

- *Embedding more effective practice around feedback. The EEF have demonstrated that this can have significant benefit for pupils especially those from disadvantaged backgrounds.*  
<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback>
- *Senior Leadership mentoring programme for Pupil Premium students in Year 7. This approach has been taken to create stronger links between pupils, parents and the school.*
- *Ensuring our pupils all have access to Microsoft Teams and how to locate any learning missed and how to attend a 'live lesson'. We will also ensure that all students are equipped with a laptop, Wi-Fi and data. This will help to address concerns around learning loss – one of the main drivers of pupil's anxiety.*
- *The pandemic has interrupted extracurricular activities, especially where the school risk assessment has prohibited the mixing of student bubbles. Moving forward there is a need for reestablishment of clubs and extra-curricular activities that can work within the bubble framework as well as virtually. Activities (such as Sports Leaders and Duke of Edinburgh) will focus on boosting confidence, resilience, and socialising. Where possible there will be opportunities for raising aspirations by visiting universities, inviting guest speakers 'virtually', and external bodies running events either in person or online. This will be continued to be monitored in light of the current restrictions.*
- *Ensuring our Pupil Premium students have been reviewed for applicability for the Scholars' Programme. This is tailored to our most able and ambitious pupils to enhance their cultural capital and open up their pathway to Oxbridge universities. Examples of activities included in the Scholars' Programme are the Globe theatre workshop, Introduction to Philosophy course and an Engineering4kids day in which students build, code and battle robots.*

### **Planning, implementation and evaluation**

*We have reviewed a number of reports and studies about effective use of pupil premium funding, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We have also looked at a number of studies about the impact of the pandemic on education for disadvantaged pupils.*

*Throughout, we have used the EEF's implementation guidance to help us develop our strategy and will continue to use it through the implementation of our activities.*

<https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium>