

Pupil premium strategy statement 2021-2024

This statement details our school's use of Pupil Premium (and recovery premium for the 2022 to 2023 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	Year 7-11: 996 pupils
Proportion (%) of pupil premium eligible pupils	6.4%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	May 2023
Date on which it will be reviewed	September 2023
Statement authorised by	Elizabeth Weddle
Pupil Premium lead	Ellena Horne
Governor / Trustee lead	Mike Hymans

At JCoSS we recognise that Ofsted uses the term 'Disadvantaged Pupils' for what we will refer to in our strategy as Pupil Premium (PP) pupils. This is because we recognise that not all pupils in receipt of the funding are disadvantaged, and we understand the stigma that might be attached to the phrase by parents.

Funding overview:

Detail	Amount
Pupil premium funding allocation this academic year	£64, 216
National Tutoring Programme	£11, 376
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	£75,592

Part A: Pupil Premium strategy

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 Pupil Premium attainment gap.*
- *Our strategy is also integral to wider school plans for education recovery, in regards to the recovery of learning and the targeted intervention of our Pupil Premium students. We will therefore ring-fence all Pupil Premium funding from the main budget wherever possible taking account of the latest DfE guidance on the students who are also carers for example.*
- *Our approach throughout will be responsive to likely 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 individual pupils disadvantage does not hinder the realisation of potential and that actions and approaches that we have adopted will complement each other to help all pupils excel. To ensure they are effective we will:*
 - *Ensure Pupil Premium 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 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	Social and emotional and behavioural needs.
2	Less-developed meta-cognitive/ resilience strategies.
3	Pupil Premium students to reach the same progress 8 score as their non-Pupil Premium peers.
4	Poor attendance.
5	Whole school approach to Pupil Premium.
6	Parental engagement.

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 (with challenge number)	Success criteria
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4. (1-6).	By the end of our current plan in 2022/23 we want to make sure that our Attainment 8 and Progress 8 gap at KS4 for Pupil Premium

	<p>students is closer to non-Pupil Premium peers and to continue to exceed their national non Pupil Premium peers.</p> <p>We will use Provision Mapping to monitor the outcomes of the success of interventions put in place for each Pupil Premium and vulnerable student.</p> <p>We will utilise Faculty Champions across the school with each faculty having a representative that will meet termly with Teacher i/c of Pupil Premium. Here, termly updates can be given, and student progress can be more closely monitored on a subject basis.</p> <p>We will use Homework and Mentoring club to support our most vulnerable students with 1:1 tuition and mentoring.</p>
<p>Improved reading comprehension among disadvantaged pupils across KS3 and KS4. (2 & 3)</p>	<p>Reading comprehension tests demonstrate a small disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers to continue to recognise this improvement through engagement in lessons and book scrutiny whilst also utilising accelerated techniques within the classroom.</p> <p>The use of a Kindle programme to also help accelerate reading.</p>
<p>Improved metacognitive and resilience skills among disadvantaged pupils across all subjects.(2)</p>	<p>Teacher reports and class observations will demonstrate that Pupil Premium students are better equipped to monitor and regulate their learning.</p> <p>Through discussions with Heads of Years recognised Pupil Premium and vulnerable students will be invited and expected to attend a weekly Homework and Mentoring club to help keep them on track with all home learning set, as well as revision plans for exams moving forward.</p>

	Lead Practitioner team designing and providing revision strategies for KS4. This includes weekly focus with a 2-4 minute video directing students on best revision strategies moving forward.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged. (1).	<p>Sustain high levels of wellbeing from 2022/23 demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from student voice, student and parent surveys, SLT mentor feedback and teacher observations. • Student access to school counsellors. • Invitation to Homework and Mentoring club • An increase in participation in enrichment activities, particularly among Pupil Premium and vulnerable pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. (4).	<p>Sustain high attendance levels across the years 22/23:</p> <ul style="list-style-type: none"> • Ensuring the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced from the current gap of 3.54%. • To discuss concerns at fortnightly Inclusion Panel meetings.

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"> - Teacher training and support in release time. - Pupil Premium Faculty Champions. - SLT Year Pupil Premium mentors. - Pupil Premium CPD national events. - Pastoral Curriculum: weekly Cultural Capital activity. 	<p>Evidence has demonstrated the benefits of embedding a curriculum that celebrates the culture of all our students and values diversity:</p> <p>https://schoolleaders.thekeysupport.com/school-evaluation-and-improvement/inspection/whole-school-inspection-criteria/how-to-avoid-narrow-definitions-of-cultural-capital/</p>	<p>1, 2 & 5</p>
<p>Developing resilience and determination in our students as a result of lack of confidence due to the pandemic.</p>	<p>Teaching metacognitive strategies to pupils can be an inexpensive to help students become more independent learners.</p>	<p>1 & 2</p>

<ul style="list-style-type: none"> - Teachers to embed skills, techniques and approaches within their classroom. - Homework and Mentoring Club to build relationships with our most vulnerable students in developing their metacognitive skills. 	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf	
<p>Clear monitoring and evaluation of the provisions on offer for our Pupil Premium students: 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 & 6</p>

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

Budgeted cost: £30,168.67

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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>And in small groups:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1, 2 & 5</p>

Continue to supply access to high quality remote learning ensuring all students are equipped with a school laptop	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: https://epi.org.uk/publications-and-research/department-for-education-publishes-new-epi-research-on-pupil-learning-loss/	1, 2, 3, 4 & 5
The use of a learning mentor who works mainly with KS4 students identified as underachieving. The focus is usually on Maths and English but can be used for other areas.	The EEF note that this can have a small but positive impact on learning outcomes https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	1, 2, 3, 4 & 5
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. https://educationendowmentfoundation.org.uk/news/eef-blog-five-ways-to-use-diagnostic-assessment-in-the-mathematics-classroom	1 & 5

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

Budgeted cost: £36,628.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>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>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels:</p> <p>https://www.gov.uk/government/publications/school-attendance/addendum-recording-attendance-in-relation-to-coronavirus-covid-19-during-the-2021-to-2022-academic-year</p> <p>https://epi.org.uk/publications-and-research/department-for-education-publishes-new-epi-research-on-pupil-learning-loss/</p>	<p>1, 2, 3, 4, 5 & 6</p>
<p>Supporting student's 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>https://educationobservatory.co.uk/pupilpremiumprimer/maximising-hidden-resources/</p>	<p>1, 2, 3 & 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 Pupil Premium students with raising their aspirations:</p> <p>https://www.gov.uk/government/publications/school-level-strategies-to-raise-aspirations-to-higher-education</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 & 6</p>

Total budgeted cost: £ 75,592

Part B: Review of outcomes in the previous academic year

We have analysed the performance of our school's Pupil Premium pupils during the 2021/22 academic year using key stage 4 performance data and our own internal assessments.

For 2022, the Progress 8 score (which is a measure of how much progress pupils at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar pupils nationally) for our disadvantaged pupils was -0.77. For Attainment 8 (which is a measure of GCSE attainment across 8 subjects) it was 38.33.

DfE has strongly discouraged comparison of a school's 2022 performance data with results in previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, changes were made to GCSE and A level exams in 2022, with adaptations such as advance information for pupils and grading that reflected a midway point between grading in 2021 and 2019. We have, however, compared our results to national figures to help gauge the performance of our disadvantaged pupils (although these should be considered with caution given the caveats stated above). The national Attainment 8 score for disadvantaged pupils in 2021/22 was 37.5 and for non-disadvantaged pupils it was 52.6. For Progress 8, the national average score for disadvantaged pupils was -0.55 and for non-disadvantaged pupils it was 0.15.

Key stage 4 data and our internal assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations.

The gap between the Progress 8 and Attainment 8 scores of our disadvantaged and non-disadvantaged pupils has also grown since the start of the pandemic. The Progress 8 score of our non-disadvantaged pupils was 0.65, and the Attainment 8 score was 61.57. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, and this is reflective of national figures demonstrating the additional impact of the pandemic on disadvantaged pupils. However, we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.

EBacc entry for disadvantaged pupils was 0%, down from the previous year where it was 13.3 % and 6.11% below that for non-disadvantaged pupils.

Absence among disadvantaged pupils was 2.6% higher than their peers in 2021/22. We recognise this gap which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our assessments demonstrated that pupil behaviour improved last year, but challenges around wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

These results mean that we are not at present on course to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

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
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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. We are now in the second academic cycle of this.*
- *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.*
- *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.*

- *Faculty Champions: Each faculty now has a Pupil Premium representative who will meet with the Pupil Premium lead termly. Here updates in the Pupil Premium provision can be clearly shared, as well as enabling each faculty to provide feedback on their progress on improving outcomes with Pupil Premium students.*

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>