

## Pupil premium strategy statement – JCoSS 2024-2027

This statement details our school's use of Pupil Premium funding to help improve the attainment of our Pupil Premium 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
Number of pupils in school	1005
Proportion (%) of pupil premium eligible pupils	6.4%
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended – you must still publish an updated statement each academic year)</b>	December 2024 – December 2027
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Nicola Ward
Pupil premium lead	Ellena Horne
Governor / Trustee lead	Keren Greene

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	PP funding allocation: £50,400 PP+ funding allocation: £12,850
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£63,250

## 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 Pupil Premium 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 continued education recovery, in regard 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 pupil's 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 Pupil Premium students' outcomes and raise expectations of what they can achieve.*
  - *Offer, monitor and evaluate interventions that are on offer across the school.*
  - *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	Success criteria
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4. (1-6).	<p>By the end of our current plan in 2024/27 we want to continue to ensure that our Attainment 8 and Progress 8 gap at KS4 for Pupil Premium students continues close between non-Pupil Premium peers.</p> <p>We will continue to use Provision Mapping to monitor the outcomes of the success of interventions put in place for each Pupil Premium and vulnerable student, reviewing these at each data point in the academic year.</p>

	<p>We will utilise Faculty reviews to review systems put in place by each faculty and class teachers for their Pupil Premium student's needs.</p> <p>We will continue to offer and run a Homework and Mentoring club to support our most vulnerable students with 1:1 tuition and mentoring.</p> <p>We will also offer student led mentoring at lunchtimes to enable students to have weekly support academically and emotionally.</p>
<p>Improved reading comprehension among disadvantaged pupils across KS3 and KS4. (2 &amp; 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 and/or Mentoring in the Mez at lunchtimes to help keep them on track with all home learning set, as well as revision plans for exams moving forward.</p> <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.</p>
<p>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged. (1).</p>	<p>Sustain high levels of wellbeing from 2024 /25 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>• Student access to school counsellors.</li> <li>• Invitation to Homework and Mentoring club</li> </ul>

	<ul style="list-style-type: none"> <li>• Invitation to Mentoring in the Mez at lunchtimes.</li> <li>• Invitation of student lead mentoring in form time.</li> </ul> <p>An increase in participation in enrichment activities, particularly among Pupil Premium and vulnerable pupils.</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. (4).	<p>Sustain high attendance levels across the years 24/25:</p> <ul style="list-style-type: none"> <li>• Ensuring the attendance gap between disadvantaged pupils and their non-disadvantaged peers remains closed.</li> </ul> <p>To discuss concerns at fortnightly Inclusion Panel meetings with relevant stakeholders.</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: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding a whole school ethos on Cultural Capital across the pastoral curriculum with a particular focus on the benefits this will have on our Pupil Premium students:	Evidence has demonstrated the benefits of embedding a curriculum that celebrates the culture of all our students and values diversity:	1, 2 & 5

<ul style="list-style-type: none"> <li>- Teacher training and support in release time.</li> <li>- SLT Year Pupil Premium mentors.</li> <li>- Pupil Premium CPD national events.</li> <li>- Pastoral Curriculum: weekly Cultural Capital activity.</li> </ul>	<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>Continuing to develop resilience skills in our students.</p> <ul style="list-style-type: none"> <li>- Teachers to embed skills, techniques and approaches within their classroom.</li> <li>- Homework and Mentoring Club &amp; Mentoring in the Mez, to build relationships with our most vulnerable students in developing their metacognitive skills.</li> <li>- Resilience workshops</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>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 &amp; 6</p>

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

Budgeted cost: £ 12, 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Utilising our budget to provide intervention, tuition and mentoring for those disadvantaged pupils identified</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>1, 2 &amp; 5</p>

<p>as in number of further academic support.</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><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>	
<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 works mainly with KS4 students identified as underachieving. The focus is usually on Maths and English but can be used for other areas.</p>	<p>The EEF note that this can have a small but positive impact on learning outcomes</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a></p>	1, 2, 3, 4 & 5

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

Budgeted cost: £ 10,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels:</p>	1, 2, 3, 4, 5 & 6

<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><a href="https://www.gov.uk/government/publications/school-attendance/addendum-recording-attendance-in-relation-to-coronavirus-covid-19-during-the-2021-to-2022-academic-year">https://www.gov.uk/government/publications/school-attendance/addendum-recording-attendance-in-relation-to-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 student's wellbeing by providing support services such as the student support managers.</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>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: £ 63, 250**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's Pupil Premium pupils outcomes during the 2023/24 academic year using Key Stage 4 performance data and our own internal assessments.

For 2024, 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) was 0.19 for out disadvantaged pupils. For Attainment 8 (which is a measure of GCSE attainment across 8 subjects) it was 4.5.

At JCoSS, our key stage 4 data and our internal assessments suggest that our disadvantaged students have made strong progress in outcomes in comparison. The Progress 8 score of our non-disadvantaged pupils was 0.97 compared to 0.19 for our disadvantaged. The Attainment 8 score for our non-disadvantaged pupils was 6.1 compared to 4.5 for our disadvantaged. As such, the gap between the Progress 8 and Attainment 8 scores of our disadvantaged and non-disadvantaged pupils remains fairly close. Our analysis suggests that the reason for this is primarily the targeted use of funding to help support our students in their identified and targeted areas of different needs. The development of a Homework and Mentoring club has meant that we have been able to tailor the support we provide our students, with a designated mentor who has provided weekly check ins, as well as communication with subject teachers and parents. This club is to continue in 2024-2025.

Attendance rates among disadvantaged pupils is currently at 94%, the same as their non disadvantaged peers at the time of writing this report, and 6.5% higher above the national average. We are pleased that we have closed in on the attendance gap on the previous academic year and continue to recognise the importance of monitoring attendance within our school, which is why the attendance of our disadvantaged pupils is a constant focus of our current plan.

These results mean that we are currently 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 used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
NA	NA
NA	NA

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

N/A

**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 funding. 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>*
- *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 interrupted extracurricular activities, especially where the school risk assessment has prohibited the mixing of student bubbles. The school continues to offer extracurricular activities and enrichment activities in line with pre-pandemic levels. 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.*

### **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>*

