Pupil premium strategy statement – JCoSS 2026-2029

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	1006
Proportion (%) of pupil premium eligible pupils	4.2%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	December 2026 – December 2029
Date this statement was published	December 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Nicola Ward
Pupil premium lead	Roy Johnstone
Governor / Trustee lead	Keren Greene

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65,782
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£3,369.81
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*	£69,151.81

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 of inclusion.*
- *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 members take 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.*

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).	By the end of our current plan in 2026-9 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. We will continue to use Arbor 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. We will utilise School reviews to review systems put in place by each faculty and class teachers for their Pupil Premium student's needs. We will continue to offer and run a Homework and Mentoring club to support our most vulnerable students with 1:1 tuition and mentoring.
Improved reading comprehension among disadvantaged pupils across KS3 and KS4. (2 & 3)	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. We will continue to monitor through the adoption of Sparx Reading which gauges reading age and comprehension accuracy.
Improved metacognitive and resilience skills among disadvantaged pupils across all subjects. (2)	Teacher reports and class observations will demonstrate that Pupil Premium students are better equipped to monitor and regulate their learning. 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 lunchtime home learning intervention to help keep them on track with all home learning set, as well as revision plans for exams moving forward.

	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).	Sustain high levels of wellbeing from 2025 /26 demonstrated by: • Qualitative data from student voice, student and parent surveys, PP 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).	Sustain high attendance levels across the years 26/27: • Ensuring the attendance gap between disadvantaged pupils and their non-disadvantaged peers remains closed. To raise concerns with attendance officer.

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: - Teacher training and support in release time. - Pupil Premium mentors. - Pupil Premium CPD national events. - Pastoral Curriculum: weekly Cultural Capital activity.	Evidence has demonstrated the benefits of embedding a curriculum that celebrates the culture of all our students and values diversity: https://schoolleaders.thekeysupport.com/school-evaluation-and-improvement/inspection/whole-school-inspection-criteria/how-to-avoid-narrow-definitions-of-cultural-capital/	1, 2 & 5
Continuing to develop resilience skills in our students. - Teachers to embed skills, techniques and approaches within their classroom. - Homework and Mentoring Club & Mentoring in the Mez, to build relationships with our most vulnerable students in developing their metacognitive skills. - Resilience workshops	Teaching metacognitive strategies to pupils can be an inexpensive to help students become more independent learners. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf	
Clear monitoring and evaluation of the provisions on offer for our Pupil Premium students: Utilising Provision Mapping and Arbor	Utilising this software to review which provisions are working best for our Pupil Premium students.	1, 2, 3, 4, 5 & 6

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

Budgeted cost: £ 15, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Utilising our budget to provide intervention, tuition and mentoring for those disadvantaged pupils identified as in number of further academic support. 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). This is achieved through extended use of Homework club for those identified as in need, staff mentors for all Year 11 PP students and subject specific tuition such as purchased by the Maths department and paid from the PP budget.	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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition And in small groups: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2 & 5
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 tuition 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

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

Budgeted cost: £ *10782*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in DfE's Improving School Attendance advice. Staff will get training and release time to develop and implement new procedures. To also include salaries for staff involved in the organisation, delivery and management of Pupil Premium.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels: 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://epi.org.uk/publications-and-research/department-for-education-publishes-new-epi-research-on-pupil-learning-loss/	1, 2, 3, 4, 5 & 6
Supporting student's wellbeing by providing support services such as the student support managers.	Evidence from the education observatory demonstrates that disadvantaged students benefit significantly from 'hidden resources' such as mentoring: https://educationobservatory.co.uk/pupilpremiumprimer/maximising-hidden-resources/	1, 2, 3 & 6
Contingency fund for acute issues.	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.	1, 2, 3, 4, 5 & 6

Total budgeted cost: £ 65, 782

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's Pupil Premium pupils during the 2025/26 academic year using Key Stage 4 performance data and our own internal assessments.

For 2026, 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 0.95 for our disadvantaged pupils. For Attainment 8 (which is a measure of GCSE attainment across 8 subjects) it was 5.16. These findings relate to a small cohort, where one student represents 6.25 percentage points.

At JCoSS, our key stage 4 data and our internal assessments suggest that our disadvantaged students have made strong progress:14 of 16 PP students (87.5%) achieved a positive Progress 8 estimate, compared with 80.1% of non-PP students. The Progress 8 score of our non-disadvantaged pupils was 1.14 compared to 0.95 for our disadvantaged. The Attainment 8 score for our non-disadvantaged pupils was 6.1 compared to 5.1 for our disadvantaged. As such, the gap between the Progress 8 and Attainment 8 scores of our disadvantaged and non-disadvantaged pupils has continued to close significantly. Summer 2026 showed strong English and maths outcomes: 75% achieved grade 4+ in both, compared with 48.6% of disadvantaged students in the collaboration data. 31.3% achieved grade 7+ in both, compared with 6.6%.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 set to continue in 2026-2027. All Pupil Premium students in Year 11 and where viable in Year 10 have a personal mentor.

PP students are prioritised for consideration for the Oxbridge and Medics mentoring programme, mentored by Y12 students on the programme and PP students on this programme achieved average GCSE grades of 8.7, higher than the cohort average, who are now entered in the Crest Gold award mentored by JCoSS staff to create an automatic vehicle to take medicine to conflict zones. It is clear this

mentoring programme sets students up for powerful future destinations, a recent Y13 PP student has secured a place at Queen Mary University of London for a degree in Engineering.

Attendance rates among disadvantaged pupils is currently within one percentile point of non-disadvantaged pupils, and in line with 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 2025/26, 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. 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 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. As well as access to Peer mentoring from current Oxbridge and Medics pupils in Year 12*

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.

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