Pupil Premium Strategy Statement – 2021-2022

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	JFS
Number of pupils in school	1967
Proportion (%) of pupil premium eligible pupils	4.4 (%)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	3 years
Date this statement was published	04/12/2021
Date on which it will be reviewed	04/09/2022
Statement authorised by	Dr D Moody
Pupil premium lead	Mr G Peddie
Governor / Trustee lead	Ms L Lanzkron

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£86,820
Recovery premium funding allocation this academic year	£12,760
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	£99,580

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme funding for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will: ·

- ensure disadvantaged pupils are challenged in the work that they're set ·
- act early to intervene at the point need is identified ·
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Our ultimate objective for our disadvantaged pupils is to bring PP performance in line with the cohort

Our current strategy prioritises 1-2-1 tuition where data indicates intervention is necessary. Our current practice involves booking ten 1-2-1 lessons focusing on the core subjects (English, Maths and Science).

The key principles of our strategy plan are:

- Follow EEF rated strategies of 4+ with particular focus on KS4 and Year 11
- Promote and raise literacy rates (funding for accelerated reader
- Promote pastoral care for PP students (contribution to AHOY TLR)

Challenges

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

Challenge number	Detail of challenge
1	The English and Maths attainment of disadvantaged pupils is 0.5 of a grade lower than that of their peers. (Progress: English : 1.07 v 1.56; Literature 0.75 vs 1.14; Maths 0.35 vs 0.82)
2	Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects. The reading strategies employed have seen improvements of between 0.03 and 0.09 from September base line to July 21. We wish to further improve this support and performance for academic year 2021-22
3	Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies. This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations.
4	Our attendance to date for 21/22 indicates that attendance among disadvantaged pupils (89%) is lower than for non-disadvantaged pupils (93%). Attendance at school we know is a key indicator of success. Attendance for PP needs to be at least the national target (91.8%)
5	Access to IT equipment for study, homework and learning

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
Raise year 11 achievement levels in line with school cohort	Year 11 attainment data
Raise attendance levels in line with national figures	PP attendance data
Target departments with support where PP underperformance is seen	Analysis of end of year data and data drops Specific targeted actions for department (e.g. meeting with subject lead, action plan created, learning walks with PP priority)
Improved reading comprehension among disadvantaged students in years 8 and 9	Purchase Accelerated Reader. 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.
Provide any PP student who needs IT (or other) equipment	Purchase laptops, dongles, revision guides, subscriptions to any student who requests

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: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancement of our Maths teaching and curriculum planning in line with DfE KS3 and EEF guidance. We will fund teacher release time to embed key elements of the guidance in school, access Maths CPD offers. CPD for staff to be secured and attended (Educare courses)	The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk) To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models.	1

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

Budgeted cost: £59,890

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring programme to provide a blend of tuition, mentoring, external and school led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers	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: One to one tuition | EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	2, 3
Raise attendance in line with national figures	Current data w/c 08/12 Year 7 93.9 Year 8 89.58 Year 9 90.09 Year 10 93.32 Year 11 81.0 Focus in particular on year 8 and year 11 Use of Sol Attendance tracker – allows for weekly monitoring Pastoral interventions	4

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

Budgeted cost: £34,690

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy support (Accelerated Reader)	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: • Reading comprehension strategies • Toolkit Strand • Education Endowment Foundation (EEF)	2,3
Pastoral support from AHOY	• Established relationships with students • Accurate assessment of need • Individual support	3, 4
Provision of equipment	Ability to research, produce homework and assessments or access on-line teaching if needed	5

Total budgeted cost: £99,580

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.

Intervention table for PP students end of 2021 – PP students who had tutoring and impact of tutoring

Student	Gender	NC Year	EAL	SEN Status	Pupil Premium Indicator	Subject 1 Autumn WAS	Subject 1 Spring WAS	Subject 1 Summer WAS	Subject 1 Aut-Sum Diff	Subject
1	M	10	N	I	Y	7	6	8	1	English
2	M	10	N	I	Y	3	3	3	0	English
3	M	11	N	E	Y	3	2	3	0	English
4	F	11	N		Y	5	6	4	-1	Science
5	F	10	N	I	Y	6	6	8	2	Science
6	M	9			Y	9	9	8	-1	Maths
7	F	9		I	Y	4	4	4	0	Maths
8	M	11	N		Y	4	5	3	-1	Maths
9	M	8		I	Y	4	4	5	1	English
10	F	12	N		Y	4		4	0	Maths
11	F	12	N		Y	4		4	0	Science
12	M	10	N		Y	9	9	8	-1	Maths
15	M	9			Y	7	7	4	-3	Science
16	M	8		I	Y	5		5	0	English
17	F	11	N	I	Y	4	4	5	1	English
18	M	10	N	I	Y	4	4	5	1	Maths
19	F	11	N		Y	5	7	8	3	Maths
22	F	10	N		Y	9	9	9	0	Maths
23	M	8			Y	5		4	-1	English
34	M	11	N		Y	5	3	5	0	English
25	F	9		K	Y	6	6	6	0	English
26	F	11			Y	4	1	2	-2	Geogra-phy
27	M	8		E	Y	U	U	1	1	Maths
29	F	12	N		Y	6		7	1	Maths
30	M	12	N		Y	7		7	0	Spanish
32	F	9		K	Y	4	4	4	0	Science
33	M	11	N	I	Y	6	7	6	0	English
34	M	10	N	I	Y	4	4	4	0	Science
35	M	12	N	I	Y	6		7	1	Science
36	F	9			Y	5	5	5	0	Maths

37	M	10	N	K	Y	4	5	5	1	English
38	M	9		I	Y	1	1	3	2	Maths
39	M	9			Y	3	3	4	1	Maths
40	F	10	N	I	Y	U	U	3	3	Maths
41	M	9		N	Y	3	3	3	0	Maths
44	M	9			Y	4	4	3	-1	Science
45	F	11	N		Y	3	4	3	0	Maths
46	M	(10)	N	I	Y	5	3			English
47	M	10	N		Y	7		7	0	English
48	F	11	N		Y	6	6	5	-1	English
49	M	(11)	N	K	Y	3				Maths
50	M	9		K	Y	1	1	U	-1	Maths
51	F	12	N		Y	6		8	2	English
52	M	10	N	K	Y	3	3	3	0	Science
53	F	11	N		Y	U	3	3	3	Maths
54	F	11	N		Y	3	2	3	0	Geogra-phy
55	M	12	N		Y	5		6	1	English
56	M	9		I	Y	5	5	6	1	Maths
57	M	10	N	I	Y	5	5	5	0	English
58	M	10	N	I	Y	3	3	4	1	Science
61	M	8		K	Y	5		5	0	English
62	M	10	N	I	Y	U	U	1	1	Maths
63	M	11	N	K	Y	U	3	4	4	Maths
64	M	12	N	K	Y	3	3	3	0	Science
65	M	9		K	Y	3	3	4	1	Maths
66	M	10		K	Y	2	2	3	1	Science
67	F	9			Y	5	5	5	0	Science

Reading/literacy intervention strategies
Year 8 PP growth +0.03 April +0.08 July
Year 9 PP growth +0.09 July

Externally provided programmes

Programme	Provider
Tutoring	My Tutor
Tutoring	Strive Tutors
Accelerated Reader	Renaissance Education