

# Pupil premium strategy statement – John Cabot Academy

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	867
Proportion (%) of pupil premium eligible pupils	30.8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021 to 2026
Date this statement was published	1 <sup>st</sup> October 2024
Date on which it will be reviewed	Aug/Sept 2025
Statement authorised by	Kate Willis
Pupil premium lead	Janet Allen
Governor / Trustee lead	Andrea Duignan

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£280 442
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (enter £0 if not applicable)  *Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.	£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	£280 442

# Part A: Pupil premium strategy plan

## Statement of intent

Our academy and our trust's focus remain on those presently experiencing disadvantage even over other groups or areas. We continue to seek to improve standards and outcomes through high quality continued professional development, effective leadership, and ensuring excellent provision for those presently experiencing disadvantage to achieve greater equity through education. Our aim is that students who experience disadvantage will achieve as highly as their non-disadvantaged peers nationally.

At John Cabot Academy, disadvantage is experienced by many of our students and is a far reaching and complex educational issue. Disadvantage is present in many guises within our community and does not only apply to our pupil premium students. Many of our students experience a plethora of challenging circumstances that no single intervention will resolve and therefore we feel a multi-faceted approach built upon a culture of learning, nurturing, and empowering offers the best opportunity to succeed and ensure all students discover their sense of self and agency in the modern world.

To provide excellence in our educational experience and outcomes for children experiencing disadvantage, there must be a deep understanding of individual needs and a relentless focus on privileging these needs at every opportunity. At JCA, we continue to deliver a strategy for students who experience disadvantage that seeks to have a demonstrable impact. We remain focused on providing professional development to ensure teaching and learning is reaching the specific and individualised needs of all our students, and we know this will disproportionately impact our PP who benefit the most from great teaching.

We are committed to ensuring literacy needs and especially the opportunities for oracy are met in every subject and as a starting point, they are being demonstrated within the development of a strong tutor programme. Subjects have a clear sense of their own disciplinary literacy and are committed to supporting the literacy needs of students within the curriculum.

We also understand that excellent relationships with all staff are essential to support students to grow and develop as learners and young people in our community and we work hard as a team to support a sense of belonging for all students. Our pastoral staff are our cornerstone of a graduated response to pastoral needs which seeks to ensure students attend, engage, and learn successfully. The key aim of our academy improvement plan for 24/25 is to put learner safety at the heart of our strategic thinking in the school. As a staff body we know that every student-staff interaction has an impact on this, and are developing various strategies to help improve on the psychological safety that learners experience throughout each day at our school.

As we move into the 3<sup>rd</sup> year of our five-year plan, we continue to give specific focus to students who experience more than one disadvantage, and the data suggests that we need to particularly support students who are both in receipt of PP and have one or more other vulnerability such as SEN. We have clear triangulation processes to ensure that all staff know these students and their needs, with Line Management meetings continually focussing on the progress of these students within each subject area, paired with

lesson observations and work scrutiny throughout the year being geared towards ensuring that we can evidence equity of education for these students at our school.

## Challenges

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

Challenge no	Detail of challenge
1	<p><b>Attendance</b></p> <p>There is an attendance gap between our PP and non-PP pupils. Although PP attendance has improved, from 85.50% in 20/21 to 86.5% in 22/23 and now to 87.3% in 23/24 (compared to 93.3% for non-PP), this is still a key area of focus. We are also looking very carefully at the attendance of our SEN students whose attendance was 85.2% in 23/24. We understand the need to be forensic in establishing the causes of this low attendance and the students it affects so that we can address the barriers and intervene early. Attendance for PP for the start of 24/25 is 87.9% which is slightly lower than October 23/24 at 89.8%. We will continue to focus on our strategies around improving learner safety and on the rigorous attendance processes with a strong focus on PP and SEN students.</p>
2	<p><b>Progress and Attainment</b></p> <p>Our PP students performed exceptionally well on progress in 2024, with a score of +0.53, which is the highest P8 score for PP students over the last 4 years. They also achieved well above the national average. What is most encouraging is that 2024 saw the first year that the P8 for PP students exceeded the P8 for non PP students (+0.45) so the gap is positive and since 2021 the gap has steadily improved from -0.89 to 0.07. The attainment 8 for PP students is well above the national average and an improvement on last year so this is a real strength for the school and the gap between PP and Non PP is becoming smaller each year and now below one. This indicates that our raising attainment strategies across the school has had a positive impact on disadvantaged students and should continue to be a focus for the school.</p>
3	<p><b>Access to educational materials and technology</b></p> <p>It remains a moral imperative to ensure students are empowered to access learning alongside their peers and are offered and encouraged to take part in practical lessons that require equipment and extra-curricular activities. We acknowledge that a sense of belonging is a crucial part of feeling success at school and our students value the opportunities such as cooking, music lessons and sports kit to name a few.</p>
4	<p><b>Behaviour incidences and exclusions</b></p> <p>The school behaviour data highlights that a disproportionate % of PP students are referred to our Separated Learning Room. The data from 23/24 shows that on average a non-PP student will have 9 referrals to the SLR over the year however the PP students will on average have 20 referrals to the SLR. It also</p>

	shows that PP boys are more likely to be sent to the SLR as they on average have 24 referrals compared to non-PP boys with 17 referrals. The data has also highlighted that the SEN/PP students have on average the highest amount of referrals to the SLR with 29 per year.
<b>5</b>	<b>Resilience within lessons and success in their learning</b> A key focus to support success in learning is our Reading and Oracy work – both within our revised tutor programme but also to secure well-embedded literacy support in all lessons as well. It remains the case that high quality teaching and learning impacts more significantly on PP students. There is also a key focus on ensuring the needs of all students are met within the classroom on daily basis to support inclusive practice.
<b>6</b>	<b>Well-being and belonging</b> As the attendance, exclusions and SLR referral data highlights, we need to address the well-being, resilience, and sense of belonging for our students who experience disadvantage. We understand the challenge is to support families within our community and work to understand the barriers faced by our vulnerable students.

## 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
We are focused on the progress of the key underperforming PP cohort. The intended outcome is that students who experience disadvantage attend school and make excellent progress.	PP Progress is in line with non PP and above national.
We are focused on the attendance of the PP cohort because we know that they presently have low attendance compared to non PP. The intended outcome is that students who experience disadvantage have excellent attendance due to strong relationships within school as well as the school's use of effective attendance processes.	Attendance data meets or exceeds National Average – above 94% for PP students. No gap for PP and non-PP attendance Reduced FTE
We are focused on Reading to provide agency for students because we know that without the ability to read they cannot access the curriculum or fully engage with the wider world. The intended outcome for us is to fully diagnose reading need and to provide expert intervention to meet that need.	NGRT data shows impact of Reading intervention. English outcomes. Tangentially in attendance/behaviour/exclusions.

<p>We are focused on students being well prepared for their next steps post-16 because we know that NEET students will go on to face further disadvantage in their lives once they have left school. The intended outcome is that students experiencing disadvantage have clear direction towards their future study and careers through JCA meeting all Gatsby Benchmarks.</p>	<p>PP students have careers meetings. PP students engage in work experience/experience of the workplace. Any students at risk of NEET beyond end of year 11 such that 0% of PP students are NEET.</p>
<p>We are focused on students' own perspectives on the extent of their 'belongingness' because we know that students who experience disadvantage make disproportionately accelerated progress when they receive excellent teaching in environments that feel psychologically safe to them. The intended outcome is that students who experience disadvantage feel like they belong in our school, leading to raised attendance and progress.</p>	<p>Students who experience disadvantage are supported to access extra-curricular events and trips through fundraising in school (25% discount available). Enrichment attendance is representative of PP cohort in all activities. Students who wish to learn a musical instrument are given the opportunity. Free uniform is provided for students who require it to show they belong and remove challenge.</p>
<p>We are focussed on reducing exclusions for PP students. We need to understand who is being suspended regularly, what needs do they have beyond PP (cross-check with reading needs) and work individually with these students and their families to provide appropriate intervention and curriculum.</p>	<p>Reduction of PP suspensions to bring in line with national 14.5%.</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: £ (36 442)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Know the needs of our PP students in detail and leverage existing systems and practices to intervene early.</p>	<p>NFER: Building Blocks for Success (Ethos, Individual Needs, Leadership, Data).</p>	<p>1,2,4,5,6</p>

Understand the correlation between PP and other vulnerabilities and act early to support success at JCA	Marc Rowland Addressing Educational Disadvantage in Schools and Colleges: The Essex Way Paperback – 15 Feb. 2021	
Focus on increasing opportunities for interaction and discursive classrooms where low stakes opportunities for talk will benefit many disadvantaged learners. Continue to develop a tutor programme to model excellent skills in oracy and reading.	EEF: on average oral language approaches have a high impact on pupil outcomes of 6 months additional progress.  'Learning needs to be interactive and dialogic' Bishop. R, Berryman, M., Cavanagh, T. and Teddy, L. (2009)	2,4,5,6
Professional development leads to a strong understanding of great teaching. Raise expectations teachers have of students, particularly PP, SEN K and other vulnerabilities.	Research says: teach everyone well, don't differentiate, scaffold. <a href="https://www.teacher-toolkit.co.uk/2018/10/15/ditch-differentiation/">https://www.teacher-toolkit.co.uk/2018/10/15/ditch-differentiation/</a>  Marc Rowland Addressing Educational Disadvantage in Schools and Colleges: The Essex Way Paperback – 15 Feb. 2021	1,2,4,5,6

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

Budgeted cost: £ (129 000)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Career advisor	'Young people from poorer homes are more likely to be uncertain about the qualifications they need to access their chosen career and get the skills they need.' EEF Reduced NEET 20-21 PP Report	2,4,5,6
Mentoring	Sutton Trust: Small group tuition +4 months, One to One tuition +5 months, Feedback +8 months	1,2,4,5,6

	NFER – Building Blocks for Success (Meeting Individual Learning Needs)	
Reading tuition	EEF: The average impact of reading comprehension strategies is an additional six months' progress over the course of a year.	1,2,4,5,6
Learning Support Interventions (both academic and social skills) and Hub	EEF: Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition.	1,2,4,5,6
Bespoke intervention for LAC, PLAC and SGO students	NFER – Building Blocks for Success (Meeting Individual Learning Needs)	1,2,4,5,6
Snowden Village, Alternative Provision	NFER – Building Blocks for Success (Meeting Individual Learning Needs)	1,2,4,5,6

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

Budgeted cost: £ (115 000)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Heads of Key Stage Support the attendance and behaviour of all PP students through the pastoral system	NFER – Building Blocks for Success (Meeting Individual Learning Needs) Mentoring +3 EEF Success 20-21 PP Report Marc Rowland Addressing Educational Disadvantage in Schools and Colleges: The Essex Way Paperback – 15 Feb. 2021	1,2,4,5,6
Student Support Leaders focus on attendance through systems and process to track, intervene and improve attendance.	NFER – Building Blocks for Success (Meeting Individual Learning Needs) Mentoring +3 EEF Success 20-21 PP Report	1,2,4,5,6
Providing multiple opportunities for all disadvantaged students to have BCEs during their time at JCA.	There is evidence that character and essential life skills in childhood are associated with a range of positive outcomes at school and beyond.	1,2,4,5,6

Revision Guides & Exam Materials – purchased for KS4 students in English Language, Maths.	Metacognition + 7 months EEF Success 20-21 PP Report	1,2,3,4,5,6
Music tuition	Arts Participation +3mths EEF Success 20-21 PP Report	4,5,6
Food ingredients	NFER – Building Blocks for Success (Meeting Individual Learning Needs) Success 20-21 PP Report	1,4,5,6
Uniform	NFER – Building Blocks for Success (Meeting Individual Learning Needs) Success 20-21 PP Report	1,4,5,6

**Total budgeted cost: £ [£280 442]**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### *JCA Outcomes for 2024*

For our 23/24 results our progress 8 outcome was +0.45 for all students and +0.53 for PP students. This is the highest P8 score for our PP students over the past 4 years and the first time it has exceeded the score of the whole cohort. PP students at JCA achieve a grade better per subject than they do nationally. The attainment 8 for PP students is well above the national average and an improvement on last year so both of these areas are considered a strength for the school and the gap between PP and Non PP is becoming smaller each year.

For the current Year 11 (summer 25), the prediction for Basics 9-4 for PP students is looking likely to maintain the strong outcomes of previous years and well above national average from 2023 based on their assessment at the end of Year 10. The gap between PP and Non PP is approximately -5%, well below national at 30%. The prediction for Basics 9-5 for PP students is 40.4% and again well above national average of 25%. The gap is predicted to be 11%, again well below national at 27%.

0% of students at JCA in summer 2024 are NEET.

#### **Attendance and Behaviour figures**

PP attendance was 88% against a national average of 84.5%. The attendance has improved over the last 3 year from 85.5% to 88%. Our PP versus non-PP gap for attendance was 6% for the 23-24 academic year. Our PP attendance across the trust remains the highest with the gap being one of the smallest. The long-term impactful work implemented by our Student Support Leaders and Pastoral Team Leaders having impact over the year – however, attendance remains a key focus for us and we want the gap to be 0.

However, over the last two years there has been an increase in the percentage of exclusions for PP students (22.4% in 22/23 and 29.9% in 23/24 for 1+ suspension) and is higher than national average so we need to focus on this area with the aim of reducing this figure. However a small number of students account for the majority of PP suspensions and therefore our focus has to be on understanding why and how to prevent this.