



**John Cabot Academy**  
*Pupil Premium Funding Spending Plan*  
*Academic Year 2020-21 Impact statement*

Typically at JCA 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, nurture and empowerment offers the best opportunity to succeed, discover a sense of self and a place in the modern world.

### School Overview

<b>John Cabot Academy</b>	<b>A Secondary Academy</b>
<b>Pupils in school (11-16)</b>	841
<b>Number and proportion of disadvantaged pupils</b>	214 (25%)
<b>Pupil premium allocation this academic year</b>	£231,034
<b>Academic year or years covered by statement</b>	2020-21
<b>Publish date</b>	1 September 2020
<b>Review date</b>	1 August 2021
<b>Statement authorised by</b>	Kate Willis
<b>Pupil premium lead</b>	Chris Ballard
<b>Governor lead</b>	Scott Raybould

### Disadvantaged Pupil Progress Scores for Last Academic Year

Progress 8	0.31
Ebacc Entry	6 (13.3%)
Attainment 8	4.77
% Grade 5+ in English and maths	38.6%

**Pupil Premium is received as follows:**

Aspect of Pupil Premium	Explanation	Current rate, rate from 1st April 2020	Number (%) of students on roll (/834) claiming this aspect
FSM	Children from low-income families who apply for, and are eligible for, free school meals	£955	157 (19%)
E6FSM	Children who were eligible for FSM at any point in the last six years (Ever 6).	£955	208 (24%)
CLA	Children who have been looked-after continuously for more than six months From April 2014 the premium will be extended to children who: a) have been looked after for one day or more b) are adopted c) leave care under a special Guardianship Order or a Residence Order	£2,345	13 (1.5%)
SCP	Children of armed forces personnel (the Service Child Premium)	£310	1 (0.1%)
<b>Total</b>	<b>Estimated Funding for 2020/21</b>	<b>£231,034</b>	<b>214 (25%)*</b>

\*These figures are representative of the total number of disadvantaged students. Some individual students are accounted for in more than one category.

### Strategic Objectives of the Pupil Premium

	Desired outcomes and how they will be measured	Success criteria for September 2021
A.	Progress 8	Achieve top quartile for progress made by disadvantaged pupils amongst similar schools
B.	Attainment 8	Achieve national average for attainment for all pupils
C.	% Grade 5+ in English and maths	Achieve average English and maths 5+ scores for similar schools
D.	Attendance	Improve attendance to national average, with pupil premium attendance at least 95%, Children who are looked after attendance at least 95.5% and persistent absence for PP students to be below 20%
E.	EBacc entry	Better national average EBacc Entry for all pupils
F.	NEET	All eligible students are in education, employment or training when they complete year 11.

**Barriers to future attainment (for pupils eligible for PP, including high ability):**

<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>	
<b>A.</b>	Low self-esteem resulting in poor behaviour choices and disengagement
<b>B.</b>	Poor literacy and oral language skills with limited understanding of a wide range of a vocabulary
<b>C.</b>	Inability to read fluently, which can impact accessing and learning of the curriculum
<b>D.</b>	Low emotional resilience
<b>E.</b>	Lack of access to first spoken language (in school)
<b>F.</b>	Social and emotional barriers to learning
<b>G.</b>	Understanding of pathways to further and higher education
<b>H.</b>	Lack of resilience due to the fear of failure and measured risk taking
<b>I.</b>	Aspiration limitations due to social and economic factors
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	
<b>J.</b>	Attendance
<b>K.</b>	Lack of educational experiences leading to an inability to relate to curriculum content and texts
<b>L.</b>	Safeguarding concerns impacting on ability to concentrate in school
<b>M.</b>	Limited parental support and engagement with learning
<b>N.</b>	Lack of verbal and written English modelled at home
<b>O.</b>	Access to reading materials at home
<b>P.</b>	CLA – attachment issues, unsettled home environment
<b>Q.</b>	Financial barriers for pupils accessing enrichment opportunities e.g. trips, visits and clubs

To address these barriers, the Pupil Premium funding will be apportioned as in the table on the following page. Reviews of the impact of this spending is ongoing and will take place through activities including academy review visits, student progress and attainment review meetings, attendance meetings, pastoral meetings, parent meetings, subject reviews, Academy Council meetings and various other monitoring activities.

Evidence provided by the EEF, Sutton Trust, Hattie and NFER have informed the strategies identified within this document.

John Cabot Academy's Pupil Premium funding is spent on interventions within three areas: 1) Leadership; 2) Curriculum; and 3) Individual Need. We measure the impact of interventions through students' attendance, progress and attainment.

Area of Spend	Contribution of Pupil Premium	Description of Intervention <i>*where identified by Sutton Trust/Hattie/NFER/EEF</i>	Desired Outcomes	KPI	Impact
<b>Leadership</b>					
Vice Principal – Disadvantage Student Champion	£0	<p>To raise the profile of disadvantaged students within the academy</p> <p>To research best practice of what works for students</p> <p>Identify individual barriers and assess, implement, track and monitor interventions and strategies</p> <p><b>NFER: Building Blocks for Success (Ethos, Individual Needs, Leadership, Data).</b></p>	<p>Accurate records of disadvantaged students maintained and shared amongst staff</p> <p>Profile of disadvantaged students raised (staff know their PP students in every lesson)</p> <p>Student case conferences held to share knowledge, encourage discussion and support students</p> <p>Provision maps for disadvantaged students</p> <p>Attainment/attendance data monitored and acted upon with interventions</p> <p>Students' individual needs identified and interventions put in place where appropriate.</p> <p>Every staff member is aware of how best to support every disadvantaged students to learn</p>	<p>Every disadvantaged student meets their target, so that PP P8 is 0 or above</p> <p>All disadvantaged students are D or O at end of year 8</p> <p>PP attendance of 95%</p> <p>0% NEET</p>	<p>Year 11: P8 -0.89 Year 10: P8 -0.02 Year 9: 58% PP on track or deepening in English (14% gap); 38% PP on track or deepening in maths. (19% gap) Year 8: 57% PP on track or deepening in English (26% gap); 48% PP on track or deepening in maths (19% gap) Year 7: 46% PP on track or deepening in English (26% gap); 34% PP on track or deepening in maths. (26% gap)</p> <p>PP attendance YTD (from 15<sup>th</sup> March 2021) was 85.5%. This is below national average of 91.8%.</p> <p>Pastoral staff completed 48 SAM meetings regarding PP students. 80% of these resulted in improved attendance.</p> <p>154 students on roll 4 NEET students (2% NEET) 2 students were PP NEET These students had additional support set up and meetings on results day to check application process.</p>

<p>Zone Team Leader KS4 RA Lead</p>	<p>£8,250</p>	<p>To improve the rigour around identifying underperforming year 10 and 11 students and associated intervention.</p> <p>To develop a culture of relentlessness around intervening, refusing to let any student fall behind.</p> <p>To Monitor, Track and offer pastoral support where appropriate</p> <p><b>NFER: Building Blocks for Success (Ethos, Individual Needs, Leadership, Data).</b></p>	<p>KS4 students who are underachieving are identified and supported quickly</p> <p>Students access high quality support sessions that have been planned to address knowledge and performance gaps.</p> <p>Students receive appropriate pastoral support to enable them to successfully learn.</p>	<p>Attendance remains above national (95%) and engagement in learning is evident via positive lessons scores and attainment.</p> <p>Every disadvantaged student meets their target, so that PP P8 is 0 or above</p>	<p>Year 11: P8 -0.89 Year 10: P8 -0.02</p> <p>PP attendance YTD (from 15<sup>th</sup> March 2021) was 85.5%. This is below national average of 91.8%. Within KS4 12 SAM meetings regarding PP student attendance. This resulted in improved attendance in 83% of cases.</p> <p>The ZTL KS4 provided significant support to PP students within Graduated Response Pastoral system, resulting in 67% of the students improving their behaviour for learning.</p> <p>The ZTL KS4 directed the wider KS4 Pastoral team in providing a range of support to PP students. This resulted in improved PP students' attitude to learning, with referrals out of lessons decreasing from 491 incidents in term 2 to 202 incidents in term 6.</p>
<p>Zone Team Leader Literacy Lead</p>	<p>£8,250</p>	<p>Implement a common literacy marking framework and quality assure literacy marking and corrections in line with academy policy.</p> <p>Implement a reading programme in tutor time for year 7 creating oral and auditory opportunities for students to build on vocabulary.</p> <p>Regular literacy CPD delivered to all staff via briefings</p> <p><b>Sutton Trust: Oral language interventions + 5 months</b></p> <p><b>EEF: Reading comprehension strategies + 6 months</b></p> <p><b>NFER – Building Blocks for Success (Ethos, Individual Needs, Leadership).</b></p>	<p>Students are better able to plan, produce and review their writing and comprehension of texts. They engage in more extended writing across subjects and make fewer SPAG mistakes as the result of regular correctional feedback.</p> <p>Age related books can encourage discussions and understanding of life issues during tutor time and is an extension to PSHE related learning</p>	<p>Students confidence and ability to read is more fluent, with improved vocabulary as evidenced in their oral and written work.</p> <p>Students assessments are in line with their non-disadvantaged peers.</p>	<p>Total number of students referred to Lit HUB 85 students Total number PP 32 students All students made progress by the end of the term in literacy levels. Percentage of students referred who are PP 37%</p> <p>Eng Outcomes GCSE pp vs Non-pp) Eng Lang: PP 0.13 progress 8 Non-PP 0.55 progress 8 Eng Lit: PP -0.14 Non-PP 0.20</p> <p>DOYA: Year 9: 58% PP on track or deepening in English (14% gap) Year 8: 57% PP on track or deepening in English (26% gap)</p>

					<p>Year 7: 46% PP on track or deepening in English (26% gap)</p> <p>In January 2021 we appointed a whole-school Literacy Lead (whose main role is Head of Humanities). She has developed a 5-year literacy plan, with the overarching focus to begin with on reading; improving students' vocabularies, comprehension and fluency via increased reading, particularly reading for pleasure. She has also begun recording and tracking students' reading ages, as this data will provide very useful insight into how well we are reducing one of the most significant barriers for our most disadvantaged students. A paired reading buddy programme is one element of the literacy programme, along with training for all teachers so they understand their role and responsibility: we all need to be teachers of literacy.</p>
Curriculum Team Leaders and Pastoral Team Leaders	£0	<p>Frequent quality assurance activities occur throughout the year (learning walks, work scrutiny and student voice) to address differences in quality of curriculum. QA metrics based on pedagogical non-negotiables (High quality instruction, feedback, ready to learn, foundational knowledge and expertise including literacy)</p> <p>QA for tutor time to occur within pastoral teams.</p> <p><b>NFER – Building Blocks for Success (Ethos, Individual Needs, Leadership, Data).</b></p>	Quality of education improves in those specific areas which will best support disadvantaged students.	<p>100% of teachers in lessons and tutor time implement the non-negotiable pedagogy which will best support our disadvantaged students</p> <p>Every disadvantaged child reaches their MEG, and so progress 8 of 0 or above.</p>	<p>Quality assurance activities were heavily disrupted during 20-21 and some scrutiny showed low expectations of some of our most disadvantaged. (KSE)</p> <p>Year 11: P8 -0.89 Year 10: P8 -0.02 Year 9: 58% PP on track or deepening in English; 38% PP on track or deepening in maths. Year 8: 57% PP on track or deepening in English; 48% PP on track or deepening in maths Year 7: 46% PP on track or deepening in English; 34% PP on track or deepening in maths.</p>
Curriculum					
Staffing Allocation	£0	Prior to the start of the year, ensure the timetable is written to reduce the number of split classes to ensure higher teacher accountability for students' outcomes.	Ensure split classes are minimised mid-year.	Attendance remains above national (95%) and engagement in learning is evident	Average PP student lesson scores (3.88) were slightly below the average non-PP lesson scores (4.00). A similar gap was found across all year groups. This shows

		<p>CTL's teacher allocation to classes is quality assured by senior team to ensure the most effective staff are deployed to teach PP</p> <p><b><i>NFER – Building Blocks for Success (Deployment of staff, Leadership, teaching for all).</i></b></p>	<p>Consistent quality first teaching is delivered to as many PP students as possible</p>	<p>via positive lessons scores and attainment.</p> <p>Students assessments are in line with their non-disadvantaged peers.</p> <p>Every disadvantaged student meets their target, so that PP P8 is 0 or above</p>	<p>that PP lesson engagement is slightly below that of non-PP peers.</p> <p>Year 11: P8 -0.89 Year 10: P8 -0.02 Year 9: 58% PP on track or deepening in English; 38% PP on track or deepening in maths. Year 8: 57% PP on track or deepening in English; 48% PP on track or deepening in maths Year 7: 46% PP on track or deepening in English; 34% PP on track or deepening in maths.</p>
Ready to Learn and Support Hub	£0	<p>Ready to Learn training for all staff to ensure consistency in behaviour management.</p> <p>Support hubs for each key stage to provide pastoral support and interventions for some of our most vulnerable/difficult students to enable them to continue learning whilst accessing intervention and supporting a successful transition back into the classroom.</p> <p><b><i>Sutton Trust: Behaviour interventions +4 months</i></b> <b><i>EEF: Behaviour Intervention +3 months</i></b></p>	<p>Consistent application of ready to learn in all classrooms providing an effective, high quality learning environment with minimal distractions.</p> <p>The support hubs provide support so our most vulnerable and challenging students continue to learn and to be successful within the Academy. Wrap around support and ability to conduct productive/learning focussed sanctions and interventions</p>	<p>QA demonstrates 100% of learning walks have RtL embedded and having impact</p> <p>Reduction in PP student referrals out of lessons and in line with peers</p>	<p>Ready to learn was rarely a problem flagged in learning walks, but learning environments were much more seriously disrupted by lack of routine (KSE)</p> <p>PP referrals out of lessons declined across 20-21 from 49.4% of referrals in term 2 (1<sup>st</sup> term of data) to 27.2% of referrals in term 6. The whole cohort included 32.3% PP students. Therefore, by the end of the year, PP students were under-represented in referrals out of lessons.</p>
Ready to Teach	£0	<p>Training and development of whole-school non-negotiable pedagogy which maximises learning (High quality instruction, feedback, ready to learn, foundational knowledge and expertise including literacy)</p> <p>Drive culture change to support metacognition and self-regulation of learning</p>	<p>Quality of curriculum implementation improves throughout academy which will best support disadvantaged students.</p> <p>Metacognitive learning culture embedded</p> <p>Quality Assurance process shows 100% of context sheets and seating</p>	<p>100% of teachers meet R2T non-negotiables</p> <p>Lesson scores indicate high engagement in learning. E.g. greater proportion of 4s and 5s.</p>	<p>Average PP student lesson scores (3.88) were slightly below the average non-PP lesson scores (4.00). A similar gap was found across all year groups.</p>

		<p>Informal Support and formal support processes in place for those staff who need support with implementation.</p> <p><b>EEF: Feedback +8 months, Metacognition + 7 months</b></p>	plans are in place and having impact in supporting learning.		
Context sheets & Seating Plans	£0	<p>All staff create context sheets and Seating Plan that contains key information on every pupil to support planning and learning.</p> <p>Context sheets and seating plans are built in academy's quality assurance programme</p>	A context sheet and seating plan is in place for every class, which shows that staff know who the disadvantaged/CLA are and how to meet their needs.	100% of teachers have up to date context sheets and seating plans	Quality assurance activities were heavily disrupted during 20-21. Teachers were directed to have context sheets and pupil profiles in place for all their classes and CTLs to base feedback conversations around the class.
Revision Guides	£2000	Students are provided with revision guides to support learning	Disadvantaged students can engage in the lessons and independent study without barriers through resources.	100% of PP students have accessed revision guides	All students able to access revision from home and PP students given equal opportunities. Next steps: to run workshop sessions with students to ensure revision strategies are used alongside the materials.
Arts Mark Award	£1000	<p>Implement arts mark programme to drive culture. Students run the programme, engaging in a variety of activities (Music, Art, Drama, Sport, trips &amp; visits, council, community projects etc.)</p> <p><b>EEF: Arts Participation +2 months, Sports Participation + 2 months, social and emotional learning +4 months</b></p>	Increased participation in extracurricular opportunities, improving cultural capital for disadvantaged students	100% of PP students are involved in an arts mark project	Due to COVID this did not happen.
Accelerated Reader	£0	<p>Literacy reading programme for year 7 to build reading fluency and vocabulary.</p> <p><b>EEF: Reading comprehension strategies + 6 months</b></p>	Improved reading fluency and vocabulary of PP students	100% pp students increase reading level on programme	Year 7 accelerated reader highlighted that of the 33 PP students tested, 23 of them made progress between +3mths and +23mths. 70% made sig improvements with their reading ages on the STAR reading test.
Individual Need					
The Intervention Hub and Academic Tutoring	£25,000	Targeted in school provision which delivers one-to-one and small group interventions in English, Maths and SEMH to students from years 7 to 11. Specific foci on year 7 or 8 who are not yet at age related expectations or for any disadvantaged	Acceleration of progress to enable catch-up for students ultimately reducing the need for further intervention	Secure greater levels of attainment for students in Maths and English at KS3 and 4.	English PP P8 = 0.13 All = 0.55 Maths PP P8 = 0.01 All = 0.54 SEMH Vacancy meant this intervention could not happen. There was additional counselling to support mental health and well-being of students.

		<p>student with an unmet need (e.g. would benefit from self-esteem interventions).</p> <p>Full tracking of intervention and impact on progress recorded at regular intervals.</p> <p>Seeking and sharing best practice through Hub-based working and links to primary approaches and other secondary support programmes within Federation</p> <p>Trained Maths and English teachers to lead the academic mentoring enabling them to, identify and meet individual needs and providing immediate relevant feedback.</p> <p><b>Sutton Trust: Small group tuition +4 months, One to One tuition +5 months, Feedback +8 months</b></p> <p><b>NFER – Building Blocks for Success (Meeting Individual Learning Needs)</b></p>	<p>Increase in self-esteem, confidence and resilience in Maths and English in small group/individual setting translates to mainstream maths and English classes and in to the full curriculum.</p>	<p>Attainment in line with peers</p>	<p>37% of students accessing literacy hub were PP.</p> <p>Maths Hub supported students with their numeracy skills. Some progress seen but due to teacher absence this had limited impact.</p> <p>An additional Year 7 group for Maths was created – taught by CTL of Maths to support students to be in-line with peers in Maths.</p>
<p>Pastoral Support (PTL's, SSL's, Non Teaching Support)</p>	<p>£69,500</p>	<p>This area of spend makes a wide and deep impact on students, particularly our disadvantaged students. Pastoral team focus on removing barriers to learning alongside tracking and enhancing the achievement of students.</p> <p>Deep involvement with families and ensuring any disadvantage is reduced. Signposting and supporting students to receive appropriate support</p> <p><b>Sutton Trust: Social and emotional learning +4 months, Mentoring +1 month</b> <b>NFER – Building Blocks for Success (Behaviour/Attendance).</b></p>	<p>Students engage in their learning and are enabled to realise the importance of their education.</p> <p>Support provided for a range of social, emotional and behavioural concerns.</p> <p>Disadvantaged students are supported to make greater levels of progress and that they do not have any barriers to learning or attendance caused by deprivation.</p>	<p>Case studies</p> <p>Reduction in '2s' and '1's' for lesson scores. Reduction in exclusions for disadvantaged students.</p> <p>95% attendance</p> <p>0% NEET.</p>	<p>The PTLs and SSLs make a significant impact on PP students' engagement in learning. Extensive formal and informal support from the Pastoral teams resulted in much improved lesson engagement across 20-21, with the number of PP referrals out of lessons reducing from 1546 in term 2 to 662 in term 6. Case Studies available.</p> <p>The Pastoral teams played a vital role in supporting PP engagement in learning across the school lockdowns. SSLs were central to the provision of 150 laptops to students who otherwise could not access learning from home. This resulted in online lesson attendance increasing from 55% to a high of 82% over the lockdown period.</p>

					<p>SSLs were also instrumental in the in-school provision during lockdown. This offered continued learning for 118 students, 25 of which were PP students.</p> <p>Average PP student lesson scores (3.88) were slightly below the average non-PP lesson scores (4.00). A similar gap was found across all year groups.</p> <p>PP student were over-represented in fixed term exclusions through the year. However, the proportion of PP exclusions fell through the year from 51% in term 2 to 44% in term 6 as a result of Pastoral support.</p> <p>Pastoral staff completed 48 SAM meetings regarding PP students. 80% of these resulted in improved attendance.</p>
Music Tuition	£6000	<p>Disadvantaged students often thrive within music; therefore, students are given the opportunity to play an instrument which is paid for by the Academy.</p> <p><b>EEF &amp; Sutton Trust: Arts Participation +2 months.</b> <b>NFER – Building Blocks for Success (Individual Needs).</b></p>	<p>Playing a musical instrument has been proven to develop skills which are transferable to all subjects and accelerate learning across multiple subjects.</p>	95% attendance at music tuition lessons.	<p>There are 271 PP students in Years 7- 11. This academic year, 25 PP students have received lessons - 9.22%</p> <p>Of those 25 students, 2 students have two instruments.</p> <p>Of all the students taking instrumental lessons, the number of PP students accounts for 30 % of the total number taking music tuition.</p> <p>Case studies available to support impact of music lessons for key PP students.</p>
Food Tech Resources	£1500	<p>Students provided with all necessary ingredients in Design Technology Food Technology. FSM students benefit from this opportunity that increases inclusion and removes a barrier to learning.</p>	<p>For PP Students to not have barriers to their learning.</p> <p>Reduction in number of PP students who do not participate in</p>	95% attendance to lessons.	<p>Year 11 Catering Data: All -0.02 PP - -0.49</p>

			lessons due to cost or organisation. Increased % PP engaged in subject. Improvements in achievement and attitude for each individual. Evidenced in outcomes and attainment.	All PP students meet or exceed MEG)	
Mentoring and other Interventions	£1500	Students at risk due to attendance or behavioural and social/emotional issues offered mentoring or bespoke interventions by external providers.  <b>Sutton Trust: Social and emotional learning +4 months, Mentoring +1-month, Behaviour Interventions +4 months.</b>  <b>NFER – Building Blocks for Success (Behaviour/Attendance).</b>	Maintain engagement in school/education.  Improved performance in school.  Improved attendance.	Case Studies  95% attendance to school and lessons	9 PP students accessed mentoring from external agencies. 3 of these students displayed substantial improvement in lesson scores at JCA, 3 others experienced significant success within this intervention, helping to build self-esteem, whilst for 2 others mentoring was crucial to allow them to successfully maintain their placement within alternative provision.  Case Studies: KM, LT
School Counsellor	£10,000	Counsellor employed to work with vulnerable individuals, a higher proportion of which are disadvantaged students and CLA.  <b>Sutton Trust: Social &amp; emotional learning +4months.</b>	A number of vulnerable students, including several with disadvantages, are supported to overcome difficulties. E.G. trauma and upset, building resilience and longer-term strategies to manage emotions, enabling students to stay in school	Case studies	The impact of counselling was not measured as effectively due to COVID and the issues of mental health concerns rose significantly at this time.  15 students were seen on a regular basis with most able to access learning and school as a result. 2 students left JCA.
Attendance Officer	£10,000	Supporting students where attendance is a barrier to achievement. Working with families to raise aspiration and engagement in education.  <b>Sutton Trust: Mentoring +1 month.</b> <b>NFER – Building Blocks for Success (Attendance).</b>	Clarify attendance phases and set thresholds for broken weeks interventions to ensure that early interventions pick up those in the 90-95% range.  Reduce authorised absence and give a structure to tackling Persistent Absence.	Attendance for disadvantaged students is 95% or above.  Persistence Absence for disadvantaged students is 20% or less	Across the Year attendance regulations changed frequently. The EWO provided invaluable support for the Pastoral teams in the provision of guidance regarding the challenge of low attendance, and in supporting attendance actions, particularly during lockdown. EWO support resulted in Pastoral staff completing 48 SAM meetings regarding PP students. 80% of these resulted in improved attendance.
Careers Advisor	£10,000	To support students to have and realise future aspirations.	Enable more disadvantaged students to realise the enabling	0% NEET	154 students on roll 4 NEET students ( 2% NEET)

		<p>Providing targeted and specific support for students to secure pathways and reduce numbers of NEETs.</p> <p>Disadvantaged students proportionately supported by this provision to increase disadvantaged progression and social mobility.</p> <p><b>Sutton Trust: Mentoring +1 month.</b></p>	<p>power of education and that what they do now directly impacts on their future.</p>		<p>Impact of the Careers Adviser, 1:1 CEIAG advice, follow up support, ensured all students except 3 of the NEET students had made applications to P16. Follow up on results day to check they were applying to the destination they said.</p>
Engage & ALP	£77,000	<p>Engage and Alternative provision offer students who find mainstream more challenging a successful education provision. Within these settings students engage in small group, personalised learning at a dedicated site with specialist staff. The programmes are structured to re-engage students in education, equip them with greater coping strategies, and/or make informed decisions about their future educational options.</p> <p><b>Sutton Trust: Reduced class size +3 months Behaviour Interventions +4 months</b></p> <p><b>NFER – Building Blocks for Success (Individual Needs).</b></p>	<p>Disadvantaged students who are disengaged from school can be supported to re-engage with education and thus impact their future.</p>	<p>0% NEET at the end of year 11.</p> <p>No disadvantaged student is permanently excluded.</p>	<p>4 students were Permanently Excluded from JCA in 20-21. 50% were PP students.</p> <p>PP NEET – 2 students Non-PP – 2 students PP over-represented in this group. Further actions to be taken to mitigate against PP NEET.</p> <p>3 PP students accessed support from Engage, with each at a high risk of PEX. All 3 displayed higher levels of attendance and engagement in learning, with 2/3 making significant improvements in their behaviour on return to JCA.</p> <p>3 PP students accessed Rocksteady Training. This was a crucial intervention for 2 of the students, who, without this, may well have been PEXed before the end of Year 11. This had a significant impact in improving behaviour.</p> <p>4 PP students accessed Bristol Hospital Education / Pathways. This specialist provision enabled them to remain in full time education.</p> <p>9 PP students accessed mentoring from external agencies. 3 of these students displayed substantial improvement in lesson scores at JCA, 3 others experienced significant success within this intervention, helping to build self-esteem, whilst for 2 others mentoring was crucial to allow them</p>

					to successfully maintain their placement within alternative provision.
Uniform	£1000	Students in need, who have financial difficulties, are provided with uniform, either for a short time or for longer term, where appropriate. A number of PP students benefit from this opportunity that increases inclusion and removes a barrier to learning.  <b>EEF: 0+ Months</b>	Disadvantaged students who do not have full uniform are given item free of charge.  Compliance with Academy uniform policy	100% Students are wearing correct uniform	All students have been compliant with uniform and supported to have uniform via PP budget resulting in uniform not having a detrimental effect on learning  Across the whole year there were only 32 incidents of student missing learning due to incorrect uniform.
Peer Tutoring	£0	Implement peer tutor programme to support learning  <b>EEF: Peer tutoring +5months</b>	Disadvantaged students become peer tutor in line with peers.	All disadvantaged students are involved in peer tutoring	Due to COVID regulations Peer tutoring could not commence during the academic year
Total Expenditure	£231,000				

### COVID-19 Catch Up Funding

Area of Spend	Contribution of Catch Up Funding	Description of Intervention <i>*where identified by Sutton Trust/Hattie/NFER/EEF</i>	Desired Outcomes	KPI	Impact
<b>Academic, Social and Emotional Recovery Curriculum</b>					
Student Support Leader	£30,730	Pastoral support and intervention to aid the social, emotional and academic learning  <b>EEF: Behaviour intervention +3 months</b> <b>EEF: Social Emotional Learning +4 months</b>	Students demonstrate improved attitudes to learning and social relationships in school	Case studies - Reduction in peer to peer incidents, lesson referrals and improved attitude to learning	The additional SSL capacity has enabled higher levels of attendance and behaviour support for PP students within JCA. This has supported the reduction in PP student behaviour incidents over the 20-21 academic year, the provision of high levels of support during COVID lockdown, and the provision of a greater range of interventions to support aspiration and self-confidence, for example Empire Fighting Chance and the Basketball Project. These projects have disproportionately supported PP students within JCA.
Student Counselling	£22,410	Students with SEMH receive targeted and appropriate support and intervention	Students demonstrate improved self-esteem and confidence which	Case Studies - Improved student	This service was in high demand. Impact – see above.

		<b>EEF: Behaviour intervention +3 months</b> <b>EEF: Social Emotional Learning +4 months</b>	supports their attitudes to learning and school experience	mental health and wellbeing	
Academic Mentoring	£5067	Students who have been identified as having gaps in their knowledge can access small group tuition to increase progress.  <b>EEF: Small group tuition +4 months</b>	Student attainment and progress in line with their peers	P8 outcomes at least 0	Due to COVID this did not occur.
Educational Fees	£3952	Students access appropriate alternative learning provision  <b>NFER: Effective Alternative Provision</b>	Positive links with providers widens opportunities for young people.  Students contribution to the content of the learning they undertake at their AP placement leads to improved placement outcomes.  Students access a range of vocational opportunities	All students are accessing an appropriate curriculum	This funding has enabled 18 different PP students access external support that has made a significant difference to their learning. This may have been through building self-confidence through mentoring, aspiration through sporting and vocational activities and the provision of small group settings to remove high levels of anxiety.  For 4 of the 18 students, alternative provision has allowed them to continue to access full time education, for 3 of the 18 it has reduced the risk of PEX, and for 5 of the 18 it has resulted in a major improvement in lesson scores within JCA.
Total Expenditure	£62,159				