

# 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 2024
Date this statement was published	20 <sup>th</sup> November 2023
Date on which it will be reviewed	Aug/Sept 2024
Statement authorised by	Kate Willis
Pupil premium lead	Dom Williams
Governor / Trustee lead	Andrea Duignan

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£250,591
Recovery premium funding allocation this academic year	£63,342
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	£313,933

# 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 23/24 is to put learner safety at the heart of our Teaching and Learning strategy 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 final year of our three-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 (compared to 92.2% 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 83.3% in 22/23. 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. Early signs for 23/24 are positive: PP attendance is currently at 90.2%, with various strategies around improving learner safety showing signs of potential early impact.</p>
2	<p><b>Progress and Attainment</b></p> <p>There remains a gap in both attainment and progress between PP and non-PP students. Our summer 2022 results showed a progress gap of 0.54 between PP and non-PP students. Our summer 2023 results show this gap reducing slightly to 0.47. We are restless and determined to keep taking steps to improve this gap, but when compared to a gap in progress of 0.89 for the summer 2019 cohort, we can be confident that we are showing improvement over time in this area. For the summer 2024 cohort, the gap is currently 0.3. Similar to previous years, there is an attainment gap of 1.1 between PP and non-PP students for the 2023 cohort.</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, Duke of Edinburgh, 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 and suspensions are just under twice as likely to be a PP student as non-PP. This data is very similar to the 21/22 figures, and highlights the continued need to focus on the learning experience of PP students within the classroom, the relationships with teachers and to understand fully what needs of the individual students are not being met. Our continued development of the school's quality assurance processes (line management, lesson observations, work scrutiny all having focus on key students) are important next steps here.</p>
5	<p><b>Resilience within lessons and success in their learning</b></p> <p>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.</p>
6	<p><b>Well-being and belonging</b></p>

	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.
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## 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 under-performing SEND K / PP cohort because we know that they presently make poor progress. The intended outcome is that students who experience disadvantage attend school and make excellent progress, especially in the crossover SEND K / PP group.	SEND K / PP students have progress levels in line with whole cohort figures. Progress in Geography, Art & Science show >0.5 increase when compared to 22/23 figures.
We are focused on the attendance of the key SEND K / PP cohort because we know that they presently have low attendance. 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, especially in the crossover SEND K / PP group.	Attendance data meets or exceeds National Average – above 94% for PP students. No gap for PP and non-PP attendance No gap for SEND K / PP and non-attendance Reduced RTL referrals for punctuality Reduced FTE and RTL for PP + SEND K crossover
We are focused on Oracy to provide agency for students because we know that communication and value is key to belonging- we are duty-bound to empower our students to learn to talk and through talk. Currently there is some passive behaviour in lessons with a small minority disengaged. All benefit from teachers who value oracy in their practice (Voice 21 evidence). More of our teachers need to know how to do this effectively. The intended outcome is for all students to engage fully in lessons, notably students who experience disadvantage, shown through verbal answers and engagement.	All our teachers are able to effectively develop their students' oracy. They understand why and how. QA and ARVs and student and staff voice show improvement in student engagement, particularly our most disadvantaged and disengaged cohorts
We are focused on students feeling safe and valued to provide agency for students because we know that 33% of students in South Gloucestershire never feel good about themselves, and 33% report that they do not sleep well and that they worry a lot. 61% of JCA students report feeling safe at school, but student voice speaks of feeling unsafe in corridors between lessons. The intended outcome is that JCA performs further above the average in the South Gloucestershire student surveys concerning safety in schools.	Student and staff voice reflect that 90%+ feel psychologically safe in JCA's corridors. Staff are 100% sure of what is expected of them to develop a sense of psychological safety in their classrooms and in the corridors. South Gloucestershire student surveys show JCA performing well above average in matters of student safety in school.

<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>We have developed and delivered a virtual WEX program to students in year 10 to work towards meeting Gatsby Benchmark 6.</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)</p> <p>PP students can access curriculum and extra-curricular opportunities</p> <p>Students who wish to learn a musical instrument are given the opportunity.</p> <p>Barriers to the curriculum are reduced wherever possible.</p> <p>Students can meet challenge with resilience and understand the process of learning requires feedback and knowledge of weaknesses and strengths.</p> <p>Uniform is provided for students who require it to show they belong and remove challenge.</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: £ [82,000]

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>Understand the correlation between PP and other vulnerabilities and act early to support success at JCA</p>	<p>NFER: Building Blocks for Success (Ethos, Individual Needs, Leadership, Data).</p> <p>Marc Rowland Addressing Educational Disadvantage in Schools and Colleges: The Essex Way Paperback – 15 Feb. 2021</p>	1,2,4,5,6

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: £ [120,500]

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 NFER – Building Blocks for Success (Meeting Individual Learning Needs)	1,2,4,5,6
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	1,2,4,5,6

	typically receive additional benefits from small group tuition.	
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: £ [107,600]

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, Geography and Spanish (the latter two subjects are potential areas of concern for current KS4 cohorts)	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
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**Total budgeted cost: £ [£310,100]**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### **JCA Outcomes for 2023**

Our progress 8 outcome was +0.24 for all students, -0.23 for PP students and +0.37 for non-pp students, with our 9-4 basics measure at 73%.

Although there is a gap between PP progress and all students, the gap remained steady from March mock exams until summer, with both groups' progress increasing by approx. +0.6 between those dates. This indicates that our raising attainment strategies across the school had just as much positive impact on disadvantaged students as for our whole cohort.

The gap for Attainment 8 for PP students was -1.29 and students on average achieved a grade of 3.75 - this highlights that a significant gap remains in attainment and is our key focus.

However, the Term 4 Mock data highlighted an Attainment 8 gap of -1.32 and so, again, we have evidence that our raising attainment strategies across the school had just as much positive impact on disadvantaged students as for our whole cohort.

For our current Y11 cohort, PP students' current progress was -0.38 when assessed at the end of Y10, an increase of +0.75 compared to the 2023 cohort at the same stage of their study. The progress gap is currently under 0.4, showing encouraging signs that the school is managing to have gradual long-term impact on reducing the progress gap over time.

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

Our PP versus non-PP gap for attendance was 5.7% for the 22-23 academic year. This was significantly lower than the average for our trust, with 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.

The behaviour data highlights that 44.5% of suspensions across the school were for PP students, despite this cohort representing just 30.8% of the school. Although we don't want any overrepresentation in this area at all, the equivalent figure for 21-22 was 67.1%. In this context, the reducing over-representation of PP students in our suspension figures represents a gradual, long-term shift towards them feeling a true sense of belonging in our academy.