

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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	John Cabot Academy
Number of pupils in school	812
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-23
Date this statement was published	
Date on which it will be reviewed	Aug/Sept 2022
Statement authorised by	Kate Willis
Pupil premium lead	Annie Massey
Governor / Trustee lead	Scott Raybould

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£269, 860
Recovery premium funding allocation this academic year	£ 31,200
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	£301,060

Part A: Pupil premium strategy plan

Statement of intent

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

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.

To improve the 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 will deliver a strategy for students who experience disadvantage that has demonstrable impact – through effective leadership at all levels. We will focus on providing professional development to ensure teaching and learning is reaching the specific and individualised needs of our PP students, that their literacy needs and especially the opportunities for oracy are met in every subject. Strong relationships with pastoral staff are the cornerstone of a graduated response to pastoral needs which ensure students attend, engage and learn successfully.

Challenges

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

Challenge number	Detail of challenge
1	<p>Persistent attainment gap over time, which is present from year 7 onwards. Fluctuating, but present Progress 8 gap. Arising from inconsistent expectation within the classroom and insufficient targeted intervention (especially in literacy) but especially in Key Stage 3.</p> <p>There is a typical gap across subjects of between 15 and 25% between PP and Non-PP outcomes when assessed formatively using a DOYA framework – this persists throughout the key stage and continues into KS4 where the gap was a third of a grade by the end of Year 10 2021.</p>
2	<p>Our analysis highlights that some students need additional support to secure and sustain better attendance, especially in years 8/9/10. In addition to this, there is a disproportionate number of exclusions and recidivism within our disadvantaged cohort, and they were over-represented in our NEET data for 2021.</p> <p>The attendance gap between PP and Non-PP is around 4%</p>

	<p>44% of FTE were disadvantaged and so over-represented as a group</p> <p>50% NEET and so over-represented as a group</p> <p>The average lesson score for disadvantaged students was 3.88/5.00</p>
3	<p>Underperformance of certain curriculum areas and 'bottom sets' in Core subjects.</p> <p>Year 9: 58% PP on track or deepening in English (14% gap) 38% PP on track or deepening in Maths (19% gap)</p> <p>Year 8: 57% PP on track or deepening in English (26% gap) 48% PP on track or deepening in Maths (19% gap)</p> <p>Year 7: 46% PP on track or deepening in English (26% gap) and 34% PP on track or deepening in Maths (26% gap)</p> <p>Bottom sets make less progress:</p>

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
<p>AIP – Forensic Knowledge AMA</p> <p>Know the needs of our PP students in detail and leverage existing systems and practices to intervene early.</p> <p>Attendance improves.</p> <p>Bespoke support within the classroom and The Hub</p> <p>(Recovery Premium – Literacy Tutor)</p>	<p><i>Eradicate PP non-PP attainment and progress gap</i></p> <p><i>Attendance gap closes</i></p> <p><i>Student voice reports confidence in learning</i></p> <p><i>Metacognition part of revision strategy for both KS3 and 4.</i></p> <p><i>Anti-deficit model applied to all PP CPD</i></p>
<p>AIP – Teaching - KSE</p> <p>Professional development leads to a strong understanding of great teaching. Raise expectations of students, particularly PP, HAPP, SEN K. Research says: teach everyone well, don't differentiate, scaffold.</p>	<p><i>Eradicate PP non-PP attainment and progress gap</i></p> <p><i>Student voice reports confidence in learning</i></p> <p><i>Students' individual needs are met in the classroom to secure progress</i></p>
<p>AIP – Teaching KSE</p> <p>Ensure leaders have shared understanding of what constitutes excellent classroom practice. Evidence-informed practice based on high quality evidence of science of learning, understanding of our context and our professional judgement.</p>	<p><i>Underperforming curriculum areas improve as do 'bottom sets' in core subjects.</i></p> <p><i>CT Leaders have a shared understanding of how to deliver excellence within their subject area and classroom.</i></p>

	<i>Teachers are supported and challenged to deliver evidence informed learning opportunities each day.</i>
<p>AIP – Oracy – AMA</p> <p>Students who experience disadvantage are confident orators within the classroom and beyond. Teachers use every opportunity to develop oracy skills in students and support the delivery of excellent literacy skills across the curriculum.</p>	<p><i>Successful Oracy 21 implementation</i></p> <p><i>QA of literacy across the school highlights excellent provision.</i></p> <p><i>Tier Two and Three vocabulary explicitly taught across the curriculum</i></p> <p><i>Outcomes meet/exceed national average</i></p>
<p>AIP – Relationships GRE</p> <p>AIP – Attendance – RCO</p> <p>AIP – Tutor Time – SCH</p> <p>Students who experience disadvantage have excellent attendance due to strong relationships with the pastoral team & effective attendance processes.</p>	<p><i>Meets or exceeds National Average – above 94%</i></p> <p><i>No gap for PP and non-PP attendance</i></p> <p><i>Lesson score of 4 or 5 for all students in all lessons</i></p> <p><i>Reduced RTL referrals for punctuality</i></p>
<p>AIP – Relationships GRE</p> <p>Students who experience disadvantage are supported to make better decisions and understand the importance of the opportunities school gives them</p>	<p><i>Proportional rate or lower of PP referrals to SLR</i></p> <p><i>Strong relationships with teachers supported by PTLs and SSLs and knowledge of the students</i></p>
<p>AIP – Relationships GRE</p> <p>Student’s own perspectives on the extent of their ‘belongingness’ will show significant change</p>	<p><i>Students who experience disadvantage receive at least two BCEs a year during their time at JCA</i></p> <p><i>PP students can access curriculum and extra-curricular opportunities</i></p> <p><i>Students who wish to learn a musical instrument are given the opportunity</i></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: £104, 545

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>AP – Forensic Knowledge</i> Know the needs of our PP students in detail and leverage existing systems and practices to intervene early.</p>	<p><i>NERF: Building Blocks for Success (Ethos, Individual Needs, Leadership, Data).</i></p> <p><i>Success 20-21 with early intervention PP Report</i></p>	1,2,3
<p><i>AP – Oracy PP Champion</i> <i>Using Voice 21 as the vehicle for increasing opportunities for interaction and discursive classrooms where low stakes opportunities for talk will benefit many disadvantaged learners.</i></p>	<p><i>EEF: on average oral language approaches have a high impact on pupil outcomes of 6 months additional progress.</i></p> <p><i>‘Learning needs to be interactive and dialogic’ Bishop. R, Berryman, M., Cavanagh, T. and Teddy, L. (2009)</i></p>	1,3
<p>AP - Professional development leads to a strong understanding of great teaching. Raise expectations teachers have of students, particularly PP, HAPP, SEN K.</p>	<p><i>Research says: teach everyone well, don’t differentiate, scaffold.</i> <i>https://www.teachertoolkit.co.uk/2018/10/15/ditch-differentiation/</i></p> <p><i>Success in T&L development 20-21 PP Report/ARV Notes</i></p>	1,3

<p>AP T&L - Ensure leaders have shared understanding of what constitutes excellent classroom practice. Evidence-informed practice based on high quality evidence of science of learning, understanding of our context and our professional judgement.</p>	<p>Teachers can demonstrate effective use of metacognitive and self-regulatory strategies by modelling their own thought processes. For example, teachers might explain their thinking when interpreting a text or solving a mathematical task, alongside promoting and developing metacognitive talk related to lesson objectives.</p> <p><i>EEF: Feedback +8 months, Metacognition + 7 months</i></p> <p><i>Success in T&L development 20-21 PP Report</i></p>	<p>1,3</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £98,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>The Brilliant Club Tutoring Programme</i>	<i>EEF: Small group tuition has an average impact of four months' additional progress over the course of a year.</i>	1,3
<i>Learning Support Interventions (both academic and social skills)</i>	<i>EEF: Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition.</i>	1,3
<i>Literacy Teacher</i>	<i>EEF: The average impact of reading comprehension strategies is an additional six months' progress over the course of a year.</i>	1,3
<i>Integrate</i>	<p><i>Sutton Trust: Small group tuition +4 months, One to One tuition +5 months, Feedback +8 months</i></p> <p><i>NFER – Building Blocks for Success (Meeting Individual Learning Needs)</i></p>	1,2,3
<i>Future Quest</i>	<i>NFER – Building Blocks for Success (Meeting Individual Learning Needs)</i>	1,2,3

<i>Impact Mentoring</i>	<i>Sutton Trust: Small group tuition +4 months, One to One tuition +5 months, Feedback +8 months</i> <i>NFER – Building Blocks for Success (Meeting Individual Learning Needs)</i>	2
<i>Career Advisor</i>	<i>‘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</i> <i>Reduced NEET 20-21 PP Report</i>	1,2
<i>Bespoke intervention for LAC, PLAC and SGO students</i>	<i>NFER – Building Blocks for Success (Meeting Individual Learning Needs)</i>	

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

Budgeted cost: £98,515

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Providing multiple opportunities for all disadvantaged students to have BCEs during their time at JCA.</i>	<i>There is evidence that character and essential life skills in childhood are associated with a range of positive outcomes at school and beyond.</i>	1,2,3
<i>Heads of Key Stage Support the attendance and behaviour of all PP students through the pastoral system</i>	<i>NFER – Building Blocks for Success (Meeting Individual Learning Needs)</i> <i>Mentoring +3 EEF</i> <i>Success 20-21 PP Report</i>	2
<i>Student Support Leaders focus on attendance through systems and process to track, intervene and improve attendance.</i>	<i>NFER – Building Blocks for Success (Meeting Individual Learning Needs)</i> <i>Mentoring +3 EEF</i> <i>Success 20-21 PP Report</i>	2
<i>Music Lessons</i>	<i>Arts Participation +3mths EEF</i> <i>Success 20-21 PP Report</i>	1,2,3
<i>DT Materials</i>	<i>NFER – Building Blocks for Success (Meeting Individual Learning Needs)</i>	1,2,3

	Success 20-21 PP Report	
<i>Revision Guides & Metacognitive Revision Support</i>	Metacognition + 7 months EEF Success 20-21 PP Report	1,2,3

Total budgeted cost: £ 301 060

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.

Please see detailed quantitative and qualitative impact evaluation of every PP spend 2020-21 on the website.

In summary, there is a persistent PP attainment and progress gap. Strategies that did have impact either removed barriers to learning (e.g. food technology resources) or uniform, or built strong relationships with pupils and their family (pastoral staffing) or encouraged engagement in enrichment activities e.g. music tuition. Our evaluation showed what was missing was a forensic understanding of our pupils and their needs and leveraging existing policies e.g. attendance to improve indicators.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider