

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	860
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021 to 2024
Date this statement was published	25 November 2022
Date on which it will be reviewed	Aug/Sept 2023
Statement authorised by	Kate Willis
Pupil premium lead	Annie Massey
Governor / Trustee lead	Linda Tanner

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£260, 704
Recovery premium funding allocation this academic year	£62,000
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
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	£322,704

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.

However, we also understand that excellent relationships with all staff are essential to support students 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, and especially our vulnerable students at JCA. Our pastoral staff are our cornerstone of a graduated response to pastoral needs which seeks to ensure students attend, engage, and learn successfully.

As we move into the second year of our three-year plan, we are particularly focusing on 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 understand the need to use assessment and data to identify the needs of our individual students so that we can fully support their progress.

Challenges

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

Challenge no	Detail of challenge
1	<p>Attendance</p> <p>There is an attendance gap between our PP and non-PP pupils. Although the gap has closed from 85.50% in 20/21 to 89.20% in 21/22 (compared to 92.00% 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 84.90% in 21/22 and when you combine PP and SEN the attendance data was 78.29% in 21/22. 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.</p>
2	<p>Progress and Attainment</p> <p>There remains a gap in both attainment and progress between PP and non-PP students. However, our summer 2022 results highlight the impact of work showing the Progress 8 gap reduce to -0.01. Although there was still a persistent Attainment 8 gap of -1.0. The gaps are present throughout KS3 at an average rate of between -8-12% and continue into KS4, and so the challenge is to identify students early – in Year 7 and put interventions and support in place so that students can flourish as they move up to KS4.</p>
3	<p>Access to educational materials and technology</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>Behaviour incidences and exclusions</p> <p>The proportion of students who are PP within the school is 28.50% and 245 students across Years 7-11. The school behaviour data highlights that a disproportionate % of PP students are referred to our Separated Learning Room (SLR) at 47% and suspensions are twice as likely to be a PP student as non-PP.</p> <p>This data highlights the 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.</p>
5	<p>Resilience within lessons and success in their learning</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>Well-being and belonging</p> <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.</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 Know the needs of our PP students in detail and leverage existing systems and practices to intervene early. Understand the impact of multi-vulnerabilities for students across KS3 and 4 and look to mitigate impact on progress and attainment, with early interventions. Ensure attendance improves for key groups – PP/SEND E and K by understanding the barriers. Provide bespoke support within the classroom, learning support and The Hub combined to support early intervention and support.</p>	<p>Eradicate PP/Non-PP attainment gap Maintain PP/Non-PP progress gap Attendance gap closed Behaviour data highlights reduced FTE/SLR referrals for PP/SEND students – at least as representative of cohort. Student voice reports confidence in learning Anti-deficit model applied to all PP CPD</p>
<p>AIP – Teaching – GRE Professional development leads to a strong understanding of great teaching. Raise expectations of students, particularly PP/SEN K crossover. Research says: teach everyone well, don't differentiate, scaffold. Support students to return to learning after experiencing attendance issues.</p>	<p>Eradicate PP non-PP attainment gap Maintain PP/Non-PP progress gap Student voice reports confidence in learning Students' individual needs are met in the classroom to secure progress Reduced numbers of students in KS4 who find exams and school challenging.</p>
<p>AIP – Teaching GRE 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>Curriculum Team Leaders have a shared understanding of how to deliver excellence within their subject area and classroom. Professional Development used to promote excellence in the classroom. QA is conducted to support and challenge so that teachers are always seeking to develop their practice.</p>
<p>AIP – Literacy: Reading + Oracy – AMA Students who experience disadvantage are confident orators within the classroom and beyond. Tutors and teachers use every opportunity to develop reading and oracy skills in students and support the delivery of excellent literacy skills across the curriculum.</p>	<p>Successful Oracy 21 implementation from Jan 23 QA of reading across the school highlights excellent provision in tutor time. Tier Two vocabulary supported in tutor time reading programme Tier Three vocabulary explicitly taught across the curriculum Reading comprehension skills developed through Professional Development and seen within tutor time and classrooms. Outcomes meet/exceed national average</p>
<p>AIP – Relationships GRE AIP – Attendance – RCO AIP – Tutor Time – SCH Students who experience disadvantage have excellent attendance due to strong relationships within school and esp. the pastoral team as well as the use of effective attendance processes.</p>	<p>Attendance data meets or exceeds National Average – above 94% for PP students. No gap for PP and non-PP attendance No gap for PP/SEND K/E attendance Lesson score of 4 or 5 for students in all lessons Reduced RTL referrals for punctuality Reduced FTE and RTL for PP + SEN crossover</p>

<p>AIP – Relationships GRE Students who experience disadvantage and other vulnerabilities are supported to make better decisions and understand the importance of the opportunities school gives them</p>	<p>Proportional rate or lower of PP referrals to SLR Strong relationships with teachers supported by PTLs and SSLs and knowledge of the students in each year group. Hub provision supports students who find learning challenging.</p>
<p>AIP – Resilience AMA and Relationships GRE Student’s own perspectives on the extent of their ‘belongingness’ will show significant change</p>	<p>Students who experience disadvantage receive at least two BCEs a year during their time at JCA PP students can access curriculum and extra-curricular opportunities Students who wish to learn a musical instrument are given the opportunity Barriers to the curriculum are reduced wherever possible. Students can meet challenge with resilience and understand the process of learning requires feedback and knowledge of weaknesses and strengths. Uniform is provided for students who require support 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: £ [73,872]

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. 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). Success 20-21 with early intervention PP Report Marc Rowland Addressing Educational Disadvantage in Schools and Colleges: The Essex Way Paperback – 15 Feb. 2021</p>	<p>1,2,4,5,6</p>

<p>AP – Oracy and reading PP Champion 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. Developing a tutor programme to model excellent skills in oracy and reading.</p>	<p>EEF: on average oral language approaches have a high impact on pupil outcomes of 6 months additional progress.</p> <p>‘Learning needs to be interactive and dialogic’ Bishop. R, Berryman, M., Cavanagh, T. and Teddy, L. (2009)</p>	<p>2,4,5,6</p>
<p>AP - Professional development leads to a strong understanding of great teaching. Raise expectations teachers have of students, particularly PP, SEN K and other vulnerabilities.</p>	<p>Research says: teach everyone well, don't differentiate, scaffold. https://www.teacher-toolkit.co.uk/2018/10/15/ditch-differentiation/ Success in T&L development 20-21 PP Report/ARV Notes</p> <p>Marc Rowland Addressing Educational Disadvantage in Schools and Colleges: The Essex Way Paperback – 15 Feb. 2021</p>	<p>1,2,4,5,6</p>

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

Budgeted cost: £ [120,861]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mentoring	NFER – Building Blocks for Success (Meeting Individual Learning Needs)	1,2,4,5,6
Career advisor	<p>‘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</p>	2,4,5,6
Impact mentoring	<p>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)</p>	1,2,4,5,6

Literacy 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	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: £ [127,971]

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	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: £ [£322,704]

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

JCA Outcomes for 2022

Progress 8 outcomes for PP students were +0.14 which when set against the national figure for non-PP at +0.15 shows a gap of -0.01. This is a significant achievement for JCA especially as nationally, the gap for PP students' Progress 8 compared to non-PP Progress 8 was -0.58.

The gap for Attainment 8 for PP students was -0.77 and students on average achieved a grade of 4.26, which although shows a pass at GCSE does not match the National non-PP average grade of 5.26 which is how the gap is measured – this highlights that a significant gap remains in attainment at -1.0 and is our key focus.

However, the Term 2 Mock data highlighted an Attainment 8 gap of -1.58 and so a significant improvement was made throughout the year for PP students.

PP students reported confidence in their revision programme, following student voice and felt supported through the tutor revision programme, the assemblies, the P7 subject revision structure and the high-quality teaching and learning conducted within the classrooms.

Attendance and Behaviour figures

Our PP versus non-PP gap for attendance reduced to 3.2% as significant work was implemented by our Student Support Leaders and Pastoral Team Leaders – however attendance remains a key focus for us.

The behaviour data highlights that 8% of PP students received a FTE as compared to 6% of non-PP students. This shows that there are a higher proportion of students receiving an FTE and when you also look at the data for additional disadvantage, the number increases which is why we are now drilling down further into that key group.

In addition, the % of students who received a 1 in lessons which results in an SLR referral was disproportionately high for PP students compared to non-PP students. We need to understand better our students who receive a 1 and the cause of this to better meet need for students who experience disadvantage. We have worked to support PD for staff on SEN as well as PP and now need to pinpoint with forensic accuracy each student's barriers and needs and this now needs to become fully embedded.