

Pupil premium strategy statement

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	JCSC
Number of pupils in school	192
Proportion (%) of pupil premium eligible pupils	37.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2019 to 2022
Date this statement was published	1 October 2021
Date on which it will be reviewed	1 September 2022
Statement authorised by	Neil Rodgers
Pupil premium lead	David Nisbet
Governor / Trustee lead	Arthur McLaughlin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 96,840
Recovery premium funding allocation this academic year	£ 10,440
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	£ 107,280

Part A: Pupil premium strategy plan

Statement of intent

We want all children, regardless of their background, to reach their full potential to allow them to successfully move to the next stage of their learning. We strive to do this by:

Ensuring that teaching and learning allows all children to make rapid progress in the classroom;

Giving all young people the literacy skills to equip them for the next stage of learning, education or training;

Providing a safe and nurturing learning environment where children attend regularly and families engage positively with the school;

Providing a broad, balanced and exciting curriculum that meets the needs of all young people.

- This plan is part of the school's three-year strategy to improve outcomes for all disadvantaged children in school.

Challenges

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

Challenge number	Detail of challenge
1	Teachers to complete relevant Ambition training to ensure high standard of teaching and learning and to increase efficiency in catching up children that have fallen behind
2	To ensure tracking and monitoring of progress at KS2 is robust and accountable through clear lines of accountability within directorates and specialist subject teaching from Year 6 onwards
3	Develop reading skills across KS2 through the school's literacy strategy
4	Improve parental and student engagement with catch-up, support events and pastoral support in school
5	Improve school attendance to exceed national average
6	To improve further improve cultural capital in school, including careers support and curriculum offer

7	To offer students in Year 6 quality small-group tutoring and to ensure children catch up on lost learning when transferring from first school
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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
Teaching and learning is of high quality in all lessons with the needs of individual students fully met	Lessons are consistently good across the school; student progress is in line with target grades
Tracking and monitoring system at KS2 allows senior leaders, teachers, parents and students to understand their starting points, target grades and progress made	Students make expected progress from KS1 to KS2, tracked and monitored via PIRA, PUMA and GAPS testing
All children have a reading age that is at least matching their chronological age	Reading ages in line with age related expectation
Families are empowered to support their child at home and to have the confidence to work with the school community	Parental engagement at events such as parents evenings increases; hard to reach families engage with a range of events in school aimed at improving their child's academic performance and wellbeing
Children attend school every day	Attendance improves beyond national average
The curriculum offers opportunities for children to extend cultural capital, allowing every child to reach their full potential in the next stage of learning	Students are equipped for the demands of the secondary curriculum with a broad range of knowledge and skills taught by specialist teams in Year 6 and through nurturing and caring transition in Year 5 using a traditional primary model
Gaps in knowledge and skills are narrowed through the school's tutoring programme	Academic success improves, ensuring children achieve at least age related expectation in end of Key Stage Two tests

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: £ 75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ambition training related to higher leverage teaching	An additional post, allowing greater tracking and monitoring of key eBacc subjects and to increase enthusiasm and uptake of languages in school	2, 6
Creation of director of humanities and additional TLR in the directorate	EEF toolkit: reading comprehension strategies +6 months; EEF Guidance Report: Improving Literacy	3
Creation of TLR related to literacy	EEF Guidance Report: Teacher Feedback to Improve Pupil Learning EEF Guidance Report: Effective Professional Development	1, 3
Restructure of SLT to clear accountability for teaching and learning, curriculum and outcomes at KS2	An additional post, allowing greater tracking and monitoring of key eBacc subjects and to increase enthusiasm and uptake of languages in school	2, 6
Assessment essentials training for directors	EEF Guidance Report: Teacher Feedback to Improve Pupil Learning	1
Creation of specialist teaching team in Year 6 with TLRs in each directorate for KS2	Specialist teachers delivering lessons to Year 6 that have also designed the curriculum to best meet the needs of the students	1

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

Budgeted cost: £ 11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring programme for Year 6	EEF toolkit: small group tuition +4 months	7
Transport costs to ensure students can attend additional study activities	EEF toolkit: small group tuition +4 months	7
Targeted intervention for Year 5 students to allow for catch-up from first schools	Early PIRA and PUMA testing has identified needs within lessons and further support from LSPs and others will be applied as required	2, 3, 7

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

Budgeted cost: £ 26,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parental engagement events	EEF Guidance Report: Working With Parents to Support Children's Learning	4, 6
Creation of additional Pastoral Support Officer	PSO post to work with more vulnerable learners in school and to carry out the school's attendance strategy	4, 6

Total budgeted cost: £ 112,000

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.

PIRA, PUMA and GAPS testing was carried out each term with Years 5 and 6 to track progress during the period covering Covid-19. Although attendance remained high during lockdowns, progress was hampered. Early PIRA and PUMA testing of Year 5 shows big gaps in knowledge and skills. The curricula of Years 5 to 7 have been altered this year to allow for more rapid progress to be made, alongside the structure of leadership in the school, meaning that directors now take responsibility for teaching and progress from Years 5 to 13.

Significant progress was made with reading interventions using Read Write Inc and this, alongside Power of Reading remains an area of focus at KS2. The quality of teaching and learning remains a focus in school with ongoing Ambition training taking place. Year 6 are now taught by specialist teachers for their subjects with Year 5 retaining the more traditional primary model.

The school has applied for tutors via the National Tutoring Programme to work with both Year 5 and Year 6. We were unable to carry out many of the support interventions from last year's plan due to Covid restrictions.

Attendance was at national average and we have extended the pastoral team to ensure children continue to attend school and have the pastoral support they need.

Extra-curricular activities were severely restricted last year and improving cultural capital opportunities is at the heart of this year's curriculum. The school's transition summer school was attended by 66% of the Year group. Parental engagement was also high during the week.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.