

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	461
Proportion (%) of pupil premium eligible pupils	34.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020 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	£ 153,755
Recovery premium funding allocation this academic year	£ 23,345
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	£ 177,100

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 KS3 and KS4 is robust and accountable
3	Develop reading skills across KS3 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 meet national average
6	To further improve cultural capital in school, including careers support and curriculum offer
7	To offer students in Year 11 quality small-group tutoring

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 KS3 allows senior leaders, teachers, parents and students to understand their starting points, target grades and progress made	Greater awareness of target grades by all stakeholders; progress in line with expectations
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 is maintained at national average and improves still further
The curriculum offers opportunities for children to extend cultural capital, allowing every child to reach their full potential in the next stage of learning	NEET levels are zero. More students apply for ambitious apprenticeships and university places; more KS3 students choose eBacc subjects, especially French
Gaps in knowledge and skills are narrowed through the school's tutoring programme	Academic success improves in key measures such as those achieving both maths and English at least Grade 5

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: £80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ambition training related to higher leverage teaching	EEF Guidance Report: Teacher Feedback to Improve Pupil Learning EEF Guidance Report: Effective Professional Development	1
Creation of director of humanities and additional TLR in the directorate	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 TLR related to literacy	EEF toolkit: reading comprehension strategies +6 months; EEF Guidance Report: Improving Literacy	3
Restructure of ELT team to include more time allocation for teaching and learning strategy	EEF Guidance Report: Teacher Feedback to Improve Pupil Learning EEF Guidance Report: Effective Professional Development	1, 3
Creation of TLR for pupil catch-up and aspiration	Post created to ensure students are ready for post-Covid examinations	6, 7
Assessment essentials training for directors	EEF Guidance Report: Teacher Feedback to Improve Pupil Learning	1
Employment of a library apprentice to promote reading across the school	Part of a wider strategy to increase student engagement with literacy	3

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

Budgeted cost: £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring programme for Years 10 and 11	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
Creation of additional maths posts to reduce class sizes and increase intervention	EEF toolkit: smaller class sizes +2 months	1, 7

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Assessment systems to be set up for KS3	Introduction of a new system post-Covid using MidYis data	2
Use of Video Call software and visits to local community centres	EEF Guidance Report: Working With Parents to Support Children's Learning	4
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: £ 170,000

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.

Using our internal data systems, school performance was in line with previous years for Year 11. The school has set ambitious targets for progress with the current year 11. Attendance reached national averages during the past year.

Super Six, evidence based strategies have been further developed with staff, monitoring and evaluation of teaching across KS3 and 4 have shown that the strategies are embedded and are starting to have an impact on improving the quality of teaching across the school. Further training via Ambition is being offered in 2021/22 and all directors have completed Assessment Essentials training which will be disseminated to all teaching staff in 2021/22.

Reading has been a focus to support disadvantaged students to catch up. Students engaged well in the Lexia intervention which has been implemented this year. An increase in reading age remains a target for the school.

A foundation studies model was introduced to Year 7 which allowed them to be taught by fewer teachers during the school week. Attendance for the Year group reached national average and behaviour issues in Year 7 fell significantly. Staffing was increased to allow the model to be introduced which freed greater support in English and maths across the whole school. Year 7 nurture group was created as part of this programme. Students in that group have improved their reading age by an average of 8.7 months, reading comprehension by an average of 14.7 months progress and improvements in numeracy age of up to 15 months.

Many of the targets from last year roll on to 2021/22. This includes attendance, which although reaching national average last year was below where we want it to be, i.e. national average before Covid-19.

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
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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.