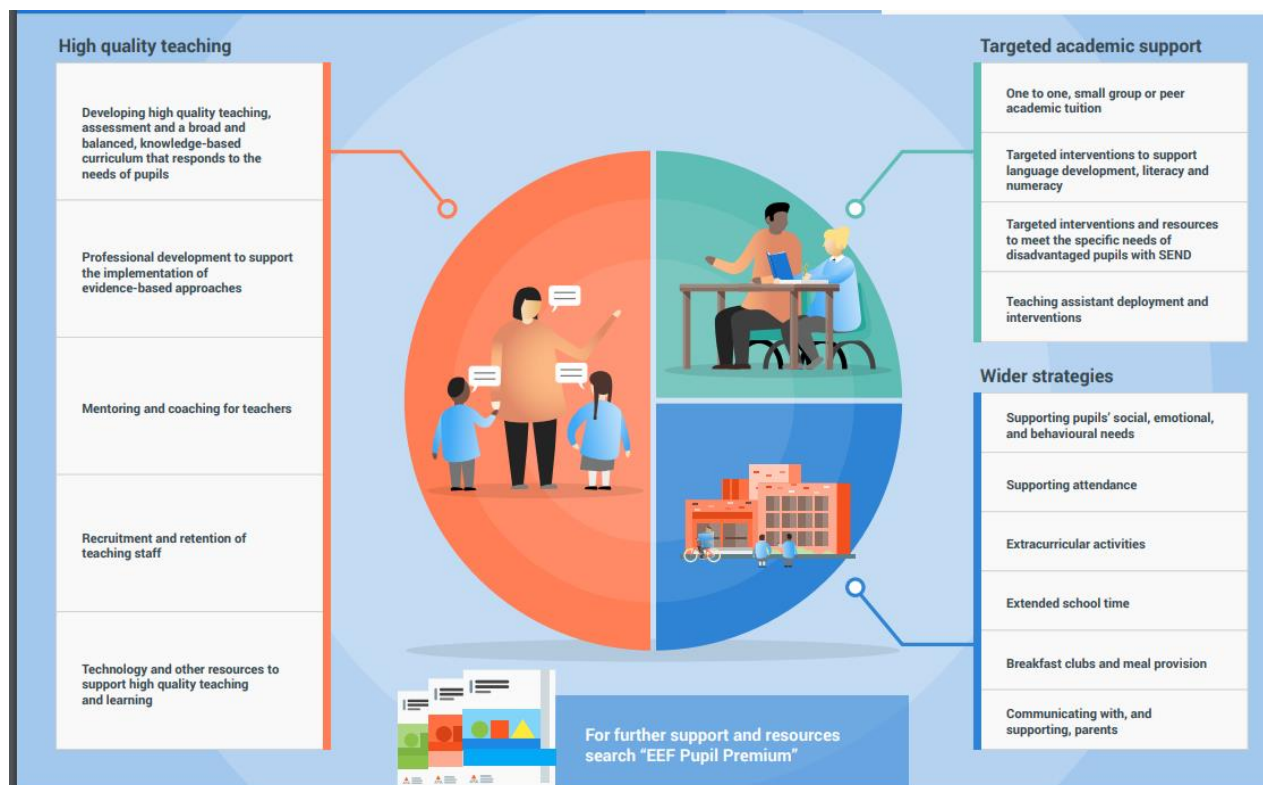


Pupil Premium at JCSC

At JCSC, we follow the EEF recommendations for spending of our Pupil Premium funding.



We have high expectations of all of our students, our students who are in receipt of pupil premium funding are no exception. All students will be given access to the same curriculum offer, this is not watered down to meet need but scaffolded so that all students have the opportunity to achieve the highest standards. We focus on impact, what works, rather than a label.

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged students.

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 students in school	483
Proportion (%) of pupil premium eligible students	34.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-4 2022- 25
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Neil Rodgers
Pupil premium lead	Kerry Payne
Governor / Trustee lead	Rebecca Griffin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 173880
Recovery premium funding allocation this academic year	£ 35274
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	£ 209154

Part A: Pupil premium strategy plan

Statement of intent

We want all students, regardless of their background, to reach their full potential, make good progress and achieve well across the curriculum to enable them to move successfully to their next stage – both in learning as well as in the wider world. We strive to do this by:

Ensuring that teaching and learning is high quality as this is proven to have the greatest impact allowing all students to make rapid progress in the classroom;

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

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

Providing a broad, balanced and exciting curriculum that meets the needs of all young people both in and outside of the school environment.

We have high expectations of all of our students and are committed to supporting them to achieve.

Challenges

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

Challenge number	Detail of challenge
1	Teachers have high expectations of all students. Teachers provide opportunities for all students to achieve the highest standard using responsive teaching and effective assessment.
2	To ensure tracking and monitoring of progress in KS3 and KS4 is robust and allows teachers and leaders to identify possible barriers to learning and address them.
3	Develop basic skills across KS3 and KS4 through the school's numeracy and literacy strategy with a particular focus on reading.
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 further improve access to a wide range of experiences and opportunities including increasing aspiration through an engaging curriculum.
7	Additional support to improve the well-being of KS3 and KS4 students and their families through enhanced mental health support and the school's personal development curriculum.

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	<p>Teaching is effective. It is responsive to the needs of students and scaffolded so students achieve the highest standards. Assessment and feedback is robust, structured and targeted to help students improve.</p> <p>Staff develop through CPD and access to additional courses to develop and retain staff and ensure quality first teaching.</p> <p>Regular whole school QA opportunities measure impact.</p> <p>The curriculum is sequenced, progressive and aligned to the National Curriculum.</p>
Tracking and monitoring system in secondary allows senior leaders, teachers, parents and students to understand their starting points, target grades and progress made	<p>Students make progress which is tracked and monitored via SMID data input (as well as mock exam data) at specified points throughout the year.</p> <p>Teachers to develop an approach to target specific needs within the classroom through adaptive and responsive teaching to quickly address deficit areas effectively. Additional CPD sessions for staff linked to using data and being adaptive and responsive in the classroom. Again, this will be measured through QA.</p> <p>Assessments are targeted towards identifying misconceptions and gaps so they can be addressed through the curriculum.</p>

<p>All students have the basic skills to be able to access the curriculum and be successful in the next stage of their education, and in the community</p>	<p>Reading and numeracy ages in line with age related expectations:</p> <ul style="list-style-type: none"> • Diagnostic reading tests show an improvement in reading skills among disadvantaged and a smaller disparity between the scores of disadvantaged and non-disadvantaged peers. • Teachers have additional disciplinary training to improve the basic skills of students across the curriculum. • All students have access to exciting, engaging and age-appropriate reading material. • Numeracy is used within context across the curriculum. • Emerging readers to access targeted interventions to address barriers to learning. The interventions are matched to specific needs. • All students in Y7-11 take part in Read Aloud during Tutor time to ensure students have access to suitably challenging texts which supports the Personal Development curriculum. • All students have access to the library with a librarian supporting students to choose suitable reading books as well as supporting in class, delivering a homework club, providing additional resources to encourage wider reading/reading for pleasure as well as intervening as required.
<p>Families are empowered to support their child at home and to have the confidence to work with the school community</p>	<p>Parental engagement at events such as our welcome events and 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.</p>
<p>Students attend school every day</p>	<p>Attendance improves beyond national average and meets the school target of 97%. PA figures improve to well-below current level.</p>

	<p>PA students have a support programme around them and their family to improve their attendance through the Home Liaison Officer.</p> <p>External training provided (CPD) for staff about improving attendance.</p>
<p>The curriculum offers opportunities for students to extend cultural capital, allowing every student to reach their full potential in the next stage of learning</p>	<p>Students are equipped for the demands of the curriculum and the wider world with a broad range of knowledge and skills taught by specialist teams.</p> <p>There is an increase in participation in enrichment activities – especially with disadvantaged students.</p> <p>Opportunities for students to learn off site in courses not available at school but supporting students’ interests and career aspirations.</p>
<p>All students are given the opportunity to develop their skills through the wider curriculum offer</p>	<p>Students will have the opportunity to participate in extra- curricular activities.</p> <p>All students are given access to a sporting and creative activity in each year.</p>
<p>KS3 and KS4 students develop their self-esteem, self-confidence. Those presenting with emotional difficulties are identified early and support given to address the difficulties' they are experiencing</p>	<p>Exclusions/ sanctions of PP students decreases.</p> <p>Student attendance increases.</p> <p>Student voice and resilience in the classroom reflects increased self-esteem and confidence.</p> <p>Parents feel supported through signposting and training.</p>

Activity in this academic year

This details how we intend to spend our student premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 104, 577

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>CPD 2022-3 to focus upon responsive teaching- particularly feedback, modelling and scaffolding.</p>	<p>EEF 5 a day for SEND students Ambition Institute Responsive teaching – Harry Fletcher-Wood Dylan Wiliam</p>	<p>1, 3, 7</p>
<p>Staff to undertake NPQ qualifications.</p>	<p>Ambition Institute</p>	
<p>Enhancement of curriculum planning to ensure it is progressive, sequenced and in line with the NC.</p>	<p>https://www.gov.uk/government/collections/national-curriculum https://www.gov.uk/government/collections/curriculum-research-reviews Christine Counsell and Mary Myatt</p>	
<p>CPD 2023-4 to support staff to identify and support students with mental health and well-being difficulties and to allow opportunities for staff to develop their subject specific skills.</p>		
<p>Personalised CPD opportunities to drive improvement in subjects e.g. History (History Association SLPD), RE (NATRE),</p>		

<p>Maths (Maths Hub).</p>		
<p>Purchase of literacy standardised diagnostic assessments (NGRT)</p> <p>Training staff to ensure assessment is interpreted correctly</p> <p>Purchase of Exampro to ensure more accurate use of assessment with KS4</p>	<p>Standardised tests can provide reliable insights into specific strengths and weaknesses of each student to help ensure they receive the correct additional support through interventions and teacher instruction.</p> <p>EEF Improving Literacy in Secondary Schools – guidance</p> <p>EEF Literacy / Standardised Tests / Assessing and Monitoring Student Progress</p>	<p>1,2,3</p>
<p>Improve literacy in all subject areas in line with EEF guidance</p> <p>Librarian to develop reading and ensure appropriate text choices. Also, to support in class to develop student and staff skills as well as delivering homework club.</p> <p>Access to additional resources and topic boxes through SLS.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new and more challenging concepts in each subject.</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked to attainment in Maths and English.</p> <p>Word-gap.pdf (https://www.oup.com.cn/test/word-gap.pdf)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p>	<p>3, 6</p>

<p>Staff training to develop basic skills and continue to drive improvements in literacy and numeracy</p> <p>Book buzz for Y7 and Y8 to encourage reading for pleasure</p>		
<p>Assessment essentials training for additional staff to share expertise across school (2022-3)</p>	<p>EEF Guidance Report: Teacher Feedback to Improve Student Learning</p> <p>Assessment Essentials – Evidence based education</p>	<p>1</p>
<p>Technology (such as Educake and Hegarty Maths) and other resources (such as visualisers) to support high quality teaching and learning for disadvantaged students</p> <p>Homework to be targeted and effective</p>	<p>Homework should:</p> <ul style="list-style-type: none"> • Focus on core knowledge taught • Be an opportunity for retrieval practice for content taught • Be an opportunity for extended practice of content taught 	<p>1</p>
<p>To further embed reading into the curriculum by developing the Read</p>	<p>Closing the vocabulary/ reading gap</p> <p>Huh, Primary Curriculum</p> <p>Christine Counsell – Curriculum Conference 2023</p>	<p>3</p>

Aloud scheme in Tutor Time		
Additional leadership roles in priority subject area –Humanities	<p>Allowing additional tracking and monitoring of key eBacc subjects.</p> <p>Research shows that a student’s socio-economic background impacts the subjects they choose at GCSE, and that this determines their opportunities beyond school.</p> <p>A study by the UCL Institute of Education shows that studying subjects included in the EBacc provides students with greater opportunities in further education and increases the likelihood that a student will stay on in full-time education. Sutton Trust research reveals that studying the EBacc can help improve a young person’s performance in English and maths.</p> <p>https://www.gov.uk/government/publications/english-baccalaureate-ebacc/english-baccalaureate-ebacc</p>	1, 2
Create new project lead roles for PD – another priority area	Personal Development – Subject Curriculum Insights – OFSTED	1, 2, 6
To develop an effective approach to promoting the well-being of staff and the wider school community therefore increasing staff retention.	<p>https://www.annafreud.org/media/8459/school-staff-wellbeing-report-final.pdf</p> <p>EEF PD mechanisms</p>	1
To develop an effective approach to promoting the well-being of staff, parents/carers and students. Be You to support across school		4, 5, 7

<p>Training to be delivered to staff on graduated approach to SEMH (Social, Emotional and Mental Health)</p> <p>ELSA (Emotional Literacy Support Assistant) offer extended</p> <p>EMHP (Education Mental Health Practitioners) to be allocated to school.</p>		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 52,289

Activity	Evidence that supports this approach	Challenge number(s) addressed
To introduce a Y7 nurture class to ensure students' specific needs are met (2022-3)	Nurture UK Gov.uk	1, 2, 3, 5
LSPs to complete additional training in basic skills: 'Teaching Assistants	EEF Maths Mastery research https://www.ruthmiskin.com/wp-content/uploads/2022/05/ruth_miskin_literacy_inc_-_read_write_inc_research_and_evidence-1-1.pdf	1, 2, 3, 7

<p>Subject Knowledge for Teaching for Mastery' maths programme and RWI (2022-3)</p> <p>LSPs to complete ELSA training</p> <p>All Maths staff to attend a subject specific course in personalised CPD offer (Maths Hub)</p>		
<p>Welcome to year (*) events with parents to support parents to understand the expectations of each year in Secondary.</p>	<p>EEF Guidance Report: Working With Parents to Support Students' Learning</p>	<p>1, 2, 3, 4</p>
<p>Additional opportunities for students to come into school for revision and interventions such as: during tutor time, after school, school holidays.</p> <p>Additional, small group, Maths and English sessions for KS4 students as well as additional group in Y9.</p>	<p>EEF Guidance Report: Working With Parents to Support Students' Learning</p>	<p>1, 2, 4,6</p>

Additional interventions in literacy and numeracy following diagnostic testing		
Revision and support event for both parents and students with revision resource packs.	EEF- Parental engagement guidance EEF Guidance Report: Working With Parents to Support Students' Learning	1, 2, 3, 4
Transport costs to ensure students can attend additional study activities	EEF toolkit: small group tuition +4 months	1, 4, 5, 6
Transition events such as vulnerable transition sessions for disadvantaged learners in year 7 moving to AR.	EEF- Parental engagement guidance	4, 5
Supporting disadvantaged students with assessments such as assessing for exam access arrangements and remarking exam papers in core subjects	https://www.icq.org.uk/wp-content/uploads/2022/08/AA_regs_22-23_FINAL.pdf https://www.tes.com/magazine/archive/gcses-english-and-maths-more-useful-5-passes	

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

Budgeted cost: £ 52288

Activity	Evidence that supports this approach	Challenge num
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		ber(s) addressed
<p>Delivery of interventions support vulnerable students to develop their emotional resilience.</p> <p>Students to have access to EMHP support on a referral/priority basis.</p> <p>Parenting workshop “supporting your child’s mental health” to be offered-delivered by Be You team.</p>	<p>ELSA trained member of staff</p> <p>Emotional, behaviour and well-being sessions delivered to vulnerable and disadvantaged students as required.</p> <p>https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning</p> <p>https://researchschool.org.uk/unity/news/disadvantaged-learners-in-our-schools-are-not-a-problem-to-be-solved-they-are-part-of-our-school-community-and-its-for-us-to-get-better-at-what-we-do</p>	4, 5, 6, 7
<p>Home liaison officer to support families, students and improve attendance. In addition, to improve attendance by developing and delivering personalised attendance action plans for PA students.</p>	<p>EEF parental engagement report</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/ParentalEngagement/EEF_Parental_Engagement_Guidance_Report.pdf</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	4, 5
<p>Staff to deliver a range of lunchtime and after school activities for students to participate in.</p> <p>Mini bus to be used to facilitate attendance.</p> <p>Opportunity to complete music lessons (extra-curricular)</p>	<p>DfE- Against the Odds Report 2021</p>	4, 5, 6
<p>Students to attend external visits / internal visitors / enrichment activities</p>	<p>DfE- Against the Odds Report 2021</p> <p>https://www.dofe.org/do/benefits/</p>	5, 6

<p>Career fairs to raise the aspirations of students and to enable networking for curriculum development opportunities.</p> <p>University visit to raise aspirations</p> <p>Bespoke curriculum offer for selected students to attend college to develop skills and gain qualifications linked to interests and future aspirations. Equipment provided.</p>	<p>GATSBY</p>	<p>1, 6</p> <p>2,5,6</p>
<p>Students to have access to bikeability so they can travel beyond the immediate area safely.</p>	<p>DfE- Against the Odds Report 2021</p>	<p>6</p>
<p>Students to have additional support to meet school and curriculum requirements such as: uniform, equipment and ingredients</p>	<p>DfE- Against the Odds Report 2021</p>	<p>4, 5, 6</p>

Total budgeted cost: £ 209098

Part B: Review of outcomes in the previous academic year

Student premium strategy outcomes

This details the impact that our student premium activity had on students in the 2021 to 2022 academic year.

The quality of teaching and learning remains high following an extensive review of the curriculum and how it builds on the prior learning and experiences to ensure it is well sequenced and progressive. In addition, the extensive training of school staff through Ambition modules has ensured that all staff have the same understanding in relation to the science of learning, the principles of planning and modelling, scaffolding and addressing misconceptions. This has been evidenced in the QA.

Assessment input allows teachers to rapidly identify gaps in knowledge and understanding and use timely interventions with student premium students.

Progress has been made to improve literacy across school and additional CPD has been provided linked to disciplinary literacy. This has developed staff's understanding whilst also improving students' basic skills across school. This is still ongoing. In addition, students are now reading more due to the introduction of the Read Aloud scheme during tutor time. There has also been a significant increase in the variety and suitability of books in the library and many more students are accessing the library and withdrawing books.

Parental engagement has improved greatly following the removal of Covid restrictions. In 2021-22, we held parental forum meetings regularly online and a range of parental curriculum meetings and parent evenings. We are building on this in 2022-23 with the addition of 'welcome events' and beyond. This includes "how to" activities that will empower parents to help their students with their work.

In 2021-22, we also arranged for a selection of students, predominantly student premium students, to take part in additional small group tutoring which helped students to improve their GCSE grades in English and Maths.

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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No programmes

Review academic year 2022-23

Outcome		
1	Teaching and learning is of high quality in all lessons with the needs of individual students fully met	<p>Modelling and scaffolding remains an important aspect of the development of effective teaching and learning at JCSC. To support this, staff have attended CPD in relation to assessment and feedback and resources have been purchased such as visualisers to support staff when modelling in the classroom. These are used effectively to support teaching and learning.</p> <p>4 members of staff have successfully completed their NPQLTD. These staff members are all subject leads or members of SLT. The qualification has supported staff to further enhance the quality of the subject specific CPD they deliver to their teams.</p> <p>A further 2 staff members are also completing a NPQLTD and a NPQLL.</p> <p>In addition, 4 members of SLT/ELT are completing a Leadership Lobby (Huh) course (Mary Myatt and Andrew Morrish) to improve their leadership skills to raise standards across their teams and across school.</p> <p>In addition, staff have attended conferences and subject leader courses such as the curriculum conference, ICT conference and MFL conference to improve the curriculum offer and improve content and delivery in these subjects.</p> <p>Additional staff have also completed the Assessment Essentials course to continue to develop assessment knowledge and expertise across school.</p> <p>QA has been completed each half term and this has identified that T&L across school has continued to improve and staff are adapting and being responsive to meet students' individual needs within the classroom.</p>
2	Tracking and monitoring system in secondary allows senior leaders, teachers, parents and students to understand their starting points, target	Using PP funding, programmes such as Exampro, Educake and Hegarty Maths as well as additional assessment resources such as CGP exam papers have been purchased to allow staff to target gaps and set personalised assessments. Educake and Hegarty are also

	<p>grades and progress made</p>	<p>used to set homework tasks and students can access this work independently. QA demonstrated that both students and staff are positive about these programmes.</p> <p>The SMID data for PP in Y11 is better than national average. National average is -0.45. In August 2023, our overall P8 was +0.09. PP P8 was -0.1 and NPP was +0.15.</p> <p>This improved in each data collection (February 23 PP P8 was -0.26, March 23 PP P8 was -0.18).</p> <p>The PP/NPP gap had also closed in August 23 at -0.25. In March 23 it was -0.27 and -0.33 in Feb 23.</p>
<p>3</p>	<p>All students have the basic skills to be able to access the curriculum and be successful in the next stage of their education, and in the community.</p>	<p>In 22-23 reading tests, 53% of Y7 PP were at or above their chronological reading age. This was higher than NPP.</p> <p>44% of Y8 PP were at or above their chronological reading age.</p> <p>46% of Y9 PP were at or above their chronological reading age.</p> <p>37% of Y10 PP were at or above their chronological reading age.</p> <p>As the reading culture shifts, we are seeing that students are becoming stronger readers earlier in school as they are being intervened with earlier, with interventions to match their need, as well as the improved reading environment with the resourced libraries and the support and knowledge of a librarian – funded through PP.</p> <p>Reading booklets were used in tutor time to support the Read Aloud scheme to continue to develop reading skills. Staff and students have found these a useful additional support.</p> <p>There has been an increase in the number of students attending the library at AR.</p> <p>Using PP funding, school have subscribed to the SLS. Books and topic boxes are used to support the curriculum delivery. These are having a positive impact.</p> <p>Year 7 949 books were withdrawn.</p>

		<p>86 students (92% of the year group) have borrowed at least one book this year 38% of borrowers were PP</p> <p>Year 8 123 books were withdrawn. 28 students (26% of year group) have borrowed at least one book this year 9 students (32%) of borrowers were PP</p> <p>Year 9 48 books were withdrawn. 15 students (16% of year group) have borrowed at least one book this year 2 students (13%) of borrowers were PP</p> <p>Year 10 11 books were withdrawn. 5 students have borrowed at least one book this year 1 student was PP</p> <p>Year 11 4 books were withdrawn. Again, as the culture shifts and students are given more opportunities to visit the library e.g. library lessons, social times then we expect these numbers to increase. There will be more focus on improving this data in 2023-4.</p> <p>Staff have attended additional training linked to numeracy such as the Maths Hub and a Maths enhancement course. In addition, all LSPs and HLTAs have completed numeracy training with the Maths Hub. This training has upskilled the SEND team's numeracy skills, specifically training in delivering more complex mathematical concepts. This has improved the quality of support available for more able and older mathematicians.</p>
4	Families are empowered to support their student at home and to have the confidence to work with the school community	<p>All students in Y7-11 have been given the opportunity to attend an 'expectations' evening where an overview of the curriculum and tips to support students were shared.</p> <p>In Autumn term, Y11 students and parents/carers were invited to attend a study skills evening where subject teachers shared tips to support students to revise. All were positive about the event and left with strategies and resources to support students to revise more effectively at home.</p>

5	Students attend school every day	<p>Attendance Y7-11 for 2022-3:</p> <p>Overall attendance: 88.4 % PP 87.25%</p> <p>Y7 – 92.93%, PP 91.78%, NPP 93.75% Y8 – 90.13%, PP 86.22%, NPP 92.69% Y9 – 85.65%, PP 79.67%, NPP 89.02% Y10 – 87.29%, PP 81.77%, NPP 91.06% Y11 (up to spring)– 88.2%, PP 86.1%, NPP 88.9%</p> <p>Summer term: Home liaison officer has been appointed to support and improve the attendance of disadvantaged students.</p>
6	The curriculum offers opportunities for students to extend cultural capital, allowing every student to reach their full potential in the next stage of learning	<p>A wide range of enrichment opportunities have been made available to all students in Y7-11, such as:</p> <p>Y10 and Y11 – theatre visits linked to GCSE English Literature plays Y7 - university visit Y8 - pantomime visit Y7 – Science trips (beach, Hauxley and the energy centre)</p> <p>In addition, all students in secondary have been given the opportunity to attend a career fair.</p>
7	All students are given the opportunity to develop their skills through the wider curriculum offer.	<p>All students have the opportunity to attend a range of extra-curricular activities.</p> <p>Transport is provided for students if required e.g. on a Monday 38.46% of PP students who access the extra-curricular activity access the transport.</p> <p>Y7 Football club – 22.22% PP Y8-9 Football club – 38.46% PP Y10-11 Football club - 20% PP Y9 Lego club – 30% PP Coding club – 22.22% PP Astronomy club – 0% PP Y7 Dance club – 66.67% PP Y7 Kickboxing club- 0% PP Y8-11 Running club – 20% PP Y10 Duke of Edinburgh – 20% PP Y9 Duke of Edinburgh – 5.88% PP</p>

