

Pupil premium strategy statement – John Taylor Free School

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	1152
Proportion (%) of pupil premium eligible pupils	19.6% (226 Students)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23 to 2023-24
Date this statement was published	10 th December 2022
Date on which it will be reviewed	Sept 2023 and July 2024
Statement authorised by	Sue Plant (Headteacher)
Pupil premium lead	Libby Pugh (Assistant Headteacher)
Governor / Trustee lead	Michael Chiles

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	££244,160
Recovery premium funding allocation this academic year	£43, 608
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) *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 <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£287, 768

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, are able to succeed and thrive. We want students to make good progress and achieve well across the curriculum in all subjects. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

In response to the COVID-19 pandemic and the stakeholder voice that we are receiving, we will consider the challenges faced by a wider range of vulnerable pupils, such as those who have a social worker and the Looked After. We have had a significant increase in the number of Looked After children that are choosing the school. The activities we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with deliberately planned professional learning focusing on the evidence-based strategies that can support the disadvantaged. High-quality teaching has been proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set and that this work is personalized to need.
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	<p>The maths attainment of disadvantaged pupils is generally lower than that of their peers and teacher diagnostic assessments suggest that many pupils particularly struggle with measures and statistics.</p> <p>Assessments on entry to year 7 indicate that 47% of our disadvantaged pupils arrive below age-related expectations compared to 66% of their peers, a gap of 19%. Subsequent internal and external (where available) assessments show that this gap widens by around 37% during pupils' time at our school (based on assessments from the end of Year 9 2021-22).</p>
2	<p>Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p> <p>On entry to year 7, 48% of our disadvantaged pupils arrive below age-related expectations compared to 71% of their peers, a gap of 23%. This gap increases during pupils' time at our school, to around 30% (based on assessments from the end of Year 9 2021-22)</p>
3	<p>Our assessments (including wellbeing survey, numbers applying to the support fund, increasing numbers of LAC students) have identified that families are struggling to meet the costs of equipment for school, including uniform and educational visits.</p> <p>This year, we have had over 20 applications for the school support fund, from families who are disadvantaged and the non-disadvantaged. Applications are also often for more than one child. In comparison to MAT schools, we have 4 x more LAC or Post-LAC students.</p>
4	<p>Our attendance data over this academic year indicates that attendance among disadvantaged pupils has been between 2.5-3% lower than for non-disadvantaged pupils.</p> <p>30% of disadvantaged pupils have been 'persistently absent' compared to 22% of their all students during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
5	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support remain high. 28 pupils (6 of whom are disadvantaged) currently require additional support with social and emotional needs. We have recently had an influx of 14 LAC/ Post LAC students (Total number 24) who also receive additional support.</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
To lessen the gaps between PP and non-PP learners	<ul style="list-style-type: none"> • Student will have received personalisation interventions • Stakeholder voice is positive and show students feel they are thriving academically. • A range of data shows gaps between PP students and their peers are diminishing. This may include assessments in class and monitored intervention sessions. It may also take account of academic grades, attitude to learning and attendance. • LSA and catch up tutors provide timely monitored and appropriate intervention • 1.5 hours of Professional Learning per week focuses on effective and innovative teaching and learning strategies with reviews supporting the effectiveness.
To remove barriers to learning inside and outside the classroom	<ul style="list-style-type: none"> • Students are equipped for lessons • Student engagement in homework between PP and non-PP students is comparable. • Students have access to revision materials • Support is available for School transport • Students have access to access to technologies (if required to be absent for prolonged periods) • Permanently staffed library
To ensure that aspirations are high for students and students are successful in gaining appropriate provision for Post-16	<ul style="list-style-type: none"> • Effective programme of CEIAG is in place across all year groups and opportunities for work experience in Year 10. • Engagement in Enrichment activities, both in school and out of school, for PP students is in line with Non-PP students, e.g. homework clubs, DoE. • Parent engagement is comparable for PP/ non-PP students
The levels of attendance between PP and non-PP learners show negligible differences	<ul style="list-style-type: none"> • Attendance rates are monitored and comparable between PP and non-PP students • PT communication with home is frequent and supportive

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: £ 116, 047

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing excellent practice across all teachers and in all pupils.</p> <p>This will involve ongoing teacher training and support our increased PPA time.</p>	<ul style="list-style-type: none"> • High quality teaching and learning across the school evidence in Learning Evaluations • Bespoke programmes for based on individual teacher need, e.g.NQTs, ECTs, • All Professional Learning is research informed, for example based on EEF guidance, <ul style="list-style-type: none"> ○ Feedback, ○ Putting Evidence to Work ○ Metacognition • Deliberately planned and reviewed professional learning for 2 hours per week with a differing half termly focus- reviewed via Schoolip on a weekly and feedback for improvements 	<p>1, 2, 4</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance.</p> <p><i>Hegarty Maths</i></p> <p><i>White Rose Maths</i></p>	<ul style="list-style-type: none"> • The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk) • To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models: KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk) 	<p>1</p>
<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p><i>Bedrock Literacy Programme</i></p>	<ul style="list-style-type: none"> • Half termly data from last academic year showing consistent improvement • GL Assessments showing that the year group as a whole was 'above' average. • Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools • Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: 	<p>2</p>

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

Budgeted cost: £ 54, 676

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 3, 5</p>
<p>Adopting a targeted reciprocal teaching programme as a reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps</p>	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 3, 5</p>

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

Budgeted cost: £ 67, 384

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing equipment and uniform for students to ensure that they are able to take full part in lessons	Based on our experiences and stakeholder voice, students who have the necessary equipment and uniform feel a part of the school community.	3, 4, 5
<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>Staff will get training and release time to develop and implement new procedures. Newly appointed attendance/support officers will be appointed to improve attendance.</p>	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	4
Maintain a contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
Provide funding for wellbeing support officer, including, Pupil Premium Lead teacher, LAC specific role and assistant progress leaders	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p>Post-covid incidents of behaviour and attendance</p>	3, 4, 5

Total budgeted cost: £ 238, 107

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using GL Assessment performance data and our own internal assessments. As a Free School opened in 2018, we are yet to have our first cohort sit KS4 assessments.

For 2022, the average English scores of students who are disadvantaged in the GL Assessments was 95, compared to 103 for their non-disadvantaged peers. The average Maths scores of students who are disadvantaged in the GL Assessments was 94, compared to 102 for their non-disadvantaged peers.

We have compared our results to national figures and local MAT figures to help gauge the performance of our disadvantaged pupils. GL average scores for all students is set at 100, so by way of comparator our disadvantaged cohort are achieving less when than the non-disadvantaged cohort within the school and against the national average. The MAT average scores for Maths are 105 (non-disadvantaged) and 97 for Disadvantaged and for English, 105 and 99 respectively. This again suggest that out disadvantaged cohort is performing less than then the national average for all students and MAT average for disadvantaged.

Key stage 4 projected data and our internal assessments suggest that in 2023 because of the ongoing impact of Covid, despite some strong individual performances, there are challenges involved in securing outcomes for disadvantaged that would meet our expectations, but with revised strategies the intent is to secure incremental improvement.

The gap between the projected Attainment 8 scores of our disadvantaged and non-disadvantaged pupils has diminished since the start of the pandemic. The current projected Attainment 8 score of our non-disadvantaged pupils in Year 10 was 4.8, and the Attainment 8 score for the disadvantaged was 3.9. This is lower than the projected figures for Year 11 of 5.3 and 4.2. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, and this is reflective of national figures demonstrating the additional impact of the pandemic on disadvantaged pupils. However, we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.

EBacc entry for disadvantaged pupils is 81% in Year 10 and 76% in year 11, which is below that for non-disadvantaged pupils (92% in Year 10 and 95% in Year 11).

Absence among disadvantaged pupils is 2.3% higher than their peers in 2022/23 and persistent absence 11.4% higher. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan. It accounts our responsive recruitment drive for wellbeing, attendance and behaviour support.

Our assessments demonstrated that pupil behaviour declined last year, with challenges around wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute- Current figures suggest that there are 0.37

behaviour events per pupils across the school, but 0.57 behaviour events per pupils for the disadvantaged.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. We have also implemented a longer term plan of 2 academic years to ensure that sufficient time is given to allow for the impact, particularly new roles. This will be reviewed in Sept 2023 as a staging post.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider