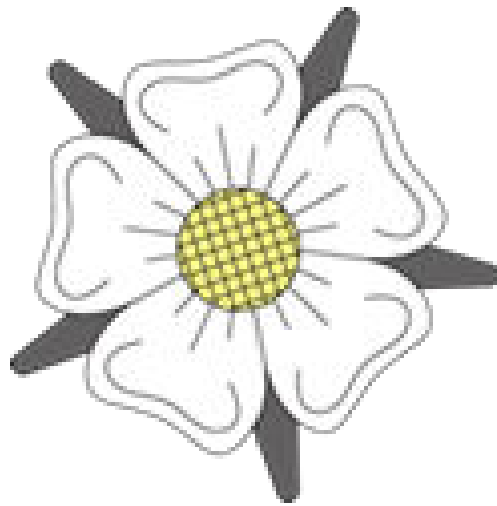


John Taylor Free School



Pupil Premium Strategy

Author: Ms E Pugh

Implementation Date: December 2023

Review Date: September 2024

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	1266
Proportion (%) of pupil premium eligible pupils	19.4% (246 students)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2022-23 to 2023-24
Date this statement was published	
Date on which it will be reviewed	July 2024
Statement authorised by	Sue Plant (Headteacher)
Pupil premium lead	Anna Cresswell
Governor / Trustee lead	Michael Chiles

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£273,160
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£56, 580
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£329,740

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, can 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 in its targeted support through Pastoral intervention 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.
- ensure all pupils receive quality-first teaching.
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- Increase attendance of our disadvantaged cohort.
- Reduce persistent absent rates among the disadvantaged cohort.

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 23% of our disadvantaged pupils arrive below age-related expectations (score of less than 88) compared to 12% of their non-disadvantaged peers, a gap of 11%. Subsequent internal and external (where available) assessments show that this gap narrows to 6% during pupils' time at KS3 (based on assessments from the end of Year 9 2022-23), but attainment gap remains.</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, 19% of our disadvantaged pupils arrive below age-related expectations compared to 7% of their non-disadvantaged peers, a gap of 12%. This gap narrows to 3% during pupils' time at KS3 (based on assessments from the end of Year 9 2022-23), but attainment gap between High Prior Attainers and Disadvantaged is 12%.</p>
3	<p>Our assessments (including wellbeing survey, numbers applying to the support fund, 26 LAC/SGO 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 30 applications for the school support fund, from families who are disadvantaged and the non-disadvantaged. Applications are also often for more than one child.</p>
4	<p>Our attendance data over this academic year indicates that attendance among disadvantaged pupils has been on average 5% lower than for non-disadvantaged pupils.</p> <p>42.9% of disadvantaged pupils have been 'persistently absent' compared to 24.8% of non-disadvantaged pupils 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/prospects. These challenges particularly affect disadvantaged pupils, including their attainment.</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 personalised interventions. • Stakeholder voice is positive and show students feel they are thriving academically. • Triangulated 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 monitoring and 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 technology (if required to be absent for prolonged periods) • Permanently staffed library: open before, during and after school.
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 Career's Fair and visits to Higher Education centres. • 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, Scholar's Club. • Parent engagement is comparable for PP/ non-PP students e.g open evenings, celebration evenings, parents' evenings.
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. • Personal Tutor communication with home is frequent, supportive and purposeful. • Attendance team know the barriers that impact attendance and employ strategies to remove these.

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: £164,870

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. ITTs, ECTs, Returning to Teaching. • All Professional Learning is research informed, for example based on EEF guidance, <ul style="list-style-type: none"> ○ <u>Feedback</u>, ○ <u>Putting Evidence to Work</u> ○ <u>Metacognition</u> <p>Deliberately planned and reviewed professional learning for 1.5 hours per week with a differing half termly focus- reviewed via Schoolip on a weekly basis and feedback for improvements.</p>	<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: <p><u>Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</u></p> <p>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:</p> <p><u>KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</u></p> 	<p>1</p>
<p>Improving literacy in all subject areas in line with</p>	<ul style="list-style-type: none"> • Half termly data from last academic year showing consistent improvement. 	<p>2</p>

<p>recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p><i>Bedrock Literacy Programme</i></p>	<ul style="list-style-type: none"> • 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: • word-gap.pdf (oup.com.cn) 	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £80,000

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>	1, 2, 3, 5
<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><i>Reading mentors for pupils with a KS2 Reading Score of less than 100.</i></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>	1, 2, 3, 5

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

Budgeted cost: £80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Providing equipment and uniform for students to ensure that they can take full part in lessons and extend their learning outside of the classroom.</p>	<p>Based on our experiences and stakeholder voice, students who have the necessary equipment and uniform feel a part of the school community.</p>	<p>3, 4, 5</p>
<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 to improve attendance. A newly appointed Family Liaison Officer will help to tackle underachievement by working in partnership with families, the school and pupils.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	<p>4</p>
<p>To establish an effective peer-tutoring programme that supports the social and personal development of pupils and boost their self-confidence and motivation for learning.</p>	<p>Peer tutoring approaches have been shown to have a positive impact on learning, with an average positive effect equivalent to approximately five additional months’ progress within one academic year.</p> <p>Peer tutoring EEF (educationendowmentfoundation.org.uk)</p>	<p>5</p>
<p>Maintain a contingency fund for acute issues.</p>	<p>Based on our experiences and those of a similar landscape 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.</p>	<p>All</p>

Total budgeted cost: £324,870

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 2022/23 academic year using GL Assessment performance data, KS4 assessment data and our own internal assessments.

For 2023, the average English scores of students in Year 9 who are disadvantaged in the GL Assessments was 98.7 compared to 103.9 for their non-disadvantaged peers. The average Maths scores of students who are disadvantaged in the GL Assessments was 99.5, compared to 103.8 for their non-disadvantaged peers. GL average scores for all students nationally is set at 100, so by way of comparator our disadvantaged cohort are achieving less than the non-disadvantaged cohort within the school and against the national average.

Key stage 4 assessment 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 increased since the start of the pandemic. The Attainment 8 score of our non-disadvantaged pupils in Year 11 was 50.89 and the Attainment 8 score for the disadvantaged was 39.17, a difference of 11.72. The Progress 8 score of our non-disadvantaged pupils was 0.11 compared to 0.09 of disadvantaged pupils. In maths, the Attainment 8 score for non-disadvantaged pupils was 10 and 7.42 for non-disadvantaged pupils, indicating the gap in maths attainment remains as identified in KS3 GL data and addressed in challenge 1. In English, the Attainment 8 score for non-disadvantaged pupils was 11.09 and 9.08 for non-disadvantaged pupils. The smaller attainment gap in English (compared to Maths) indicates that the strategies we outlined in challenge 2 are successful allowing us to direct further resource into raising the attainment in maths.

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 was 75% in Year 11 which was below that for non-disadvantaged pupils (94.2%).

Absence among disadvantaged pupils was 5% higher than their peers in 2022/23 and persistent absence 15% higher. We recognised this gap was too large which is why raising the attendance of

our disadvantaged pupils has become 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 1.25 behaviour events per pupils across the school, but 1.83 behaviour events per pupil 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 allowed ourselves another academic year to ensure that sufficient time is given to allow for the impact, particularly new roles. This will be reviewed in July 2024.