

Pupil premium strategy statement – John Spendluffe Technology College

This statement details our school’s use of pupil premium (and recovery premium for the 2022 to 2023 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
Number of pupils in school	628
Proportion (%) of pupil premium eligible pupils	49.84%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	June 2024
Statement authorised by	Mr S Curtis
Pupil premium lead	Mrs A Appleyard
Governor / Trustee lead	Ms L Hill

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£283,073
Recovery premium funding allocation this academic year	£79,350
Pupil premium (and recovery premium) funding carried forward from previous years	£0
Total budget for this academic year	£362,423

Part A: Pupil premium strategy plan

Statement of intent

At JSTC, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across our broad and balanced curriculum. In addition, the pandemic has presented additional challenges to our children, especially those that are disadvantaged. Trust schools can draw upon the additional resources associated with the Recovery Premium, to sustain and broaden the core work that is already underway building confidence, self-esteem and resilience, promoting positive mental and emotional well-being, and ensuring that all children feel safe and happy.

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. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity 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 a focus on areas in which disadvantaged pupils require the most support. This is 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, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

We pride ourselves on knowing our students as individuals. We have a clear and detailed understanding of their starting points in life and the journey they are on. Our approach will be responsive to not only the common challenges, but the individual needs of each student through robust assessment and observation, not assumptions.

We gather evidence from assessment data and student and staff voice to identify the bespoke needs of every child not just the disadvantaged. This information enable's us to devise individual interventions, early in their JSTC career to bridge the most vital gaps and needs –from specific academic interventions to structural support in the home. Reading and Careers are prominent and a strength of JSTC.

The approaches we have will complement each other to ensure all students reach their full potential, leave JSTC with improved life chances, and function as an effective citizen of the world.

Challenges

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

Challenge number	Detail of challenge
1	Attendance of PP students is lower than that of their peers.
2	PP students' academic performance is lower than that of their peers. The gap did narrow but has widened again in the Core subjects of maths and English as a result of school closures.
3	Assessments, data and observations inform us that reading ages of PP students are lower than their expected age ability. This impacts upon their access to and therefore progress across the curriculum.
4	Understanding the connections between subjects within subjects, creating golden threads between subjects and topics.
5	Our data suggests that PP students are experiencing more significant social and emotional issues which impacts on their ability to manage their behaviour. Recent reward statistics indicate fewer reward points are currently issued to disadvantaged students (especially the older years) than their non-disadvantaged peers.
6	Data, observations and discussions with staff and students indicate that that PP students engage less in extra-curricular activities which serve to broaden cultural capital.

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
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4.	P8 scores of PP are improved and are more in line with non-disadvantaged students. Internal assessment in maths and English shows that PP students are making progress against their age-related expectations. Use of RAP testing within subject areas and data drop analysis at a HOD level to support progress overall. Revision book financial provision to support disadvantaged pupils with the purchase of revision books and materials. A school contribution is made towards the overall costs to make them affordable.
Improved reading comprehension among	Reading ages improve for PP students and the gaps close over time.

<p>disadvantaged pupils across KS3.</p>	<p>Literacy leader to lead on whole school initiatives register reading</p> <p>Use of data to identify reluctant readers.</p> <p>Observations will indicate register reading</p> <p>Twice yearly RA testing.</p> <p>Delivery around selecting appropriate books</p> <p>Reading Intervention in Key skills from 7 – 11</p> <p>School focus on reading for enjoyment with the aid of the School Library</p>
<p>Improved behaviour for learning and attendance of all students, including those who are disadvantaged.</p>	<p>Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning.</p> <p>There are a reduced number of negative outcomes associated with behaviour recorded on our MIS system. This finding is supported by increased homework completion rates across all classes and subjects.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Attendance records demonstrate 3 to 5 percentage improvements in attendance.</p> <p>Where attendance is an issue, support models are in place for reintegration and curriculum support at home.</p> <p>Issues with attendance or behaviour are quickly acted upon and reduced/resolved using the school's restorative approach where appropriate.</p> <p>Behaviour and reward statistics show improved attitude and engagement for all students but particularly those identified as disadvantaged.</p>
<p>Increased engagement of students in the wider cultural offer.</p>	<p>Increased uptake in attendance on trips and other cultural events.</p>

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: **£107,730**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of SSAT EFA training programme.	Workshops for teaching staff to trial different ways to effectively use formative assessment within their lessons.	3
Purchase of standardised diagnostic assessments. Training will be provided for staff to ensure assessments are interpreted correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF Introduction of a new literacy assessment programme which replaces a previous GL Assessment package, to support years 7-10 with Literacy.	1, 2, 3
Developing metacognitive and self-regulation skills in all pupils. This will involve ongoing teacher training and support and release time. It will first be rolled out in maths and science followed by other subjects.	Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment: Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF	1, 4
Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance. We will fund teacher release time to embed key elements	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:	1, 3, 4

<p>of the guidance in school, and to access Maths Hub resources and CPD offers (including Teaching for Mastery training).</p>	<p>Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</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: KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</p> <p>Use of Numeracy Ninjas within lower school to support the whole school numeracy focus within tutor time and lesson time. The school has purchased Sparx, replacing Hegarty Maths as a previous learning platform.</p> <p>Maths Parental workshops being introduced to support families with their own math skills which in turn will then support their children.</p>	
<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>We will fund professional development and instructional coaching focussed on each teacher's subject area.</p> <p>It will be rolled out first in maths to help raise maths attainment for disadvantaged pupils, followed by subjects identified as priorities.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)</p> <p>Online learning platforms have been embedded within the curriculum to support with literacy and e-learning. BedRock is used within Key Stage 3.</p> <p>Literacy Representatives in each department area, who collaborate on a whole school level to support literacy and tier 2 vocabulary.</p> <p>Subscription to BookTrust, to encourage reading for fun. Continue to run the annual Scholastic Book Fair.</p>	<p>1, 2</p>

Pastoral Leads in every year group to support the wellbeing of PP children.	Social and emotional skills support effective learning and are linked to positive outcomes in later life of students. EEF Pupil Premium Evidence Brief	5
Subscriptions continued to platforms such as 'The Key', 'SEND Classroom Provision Mapping' and 'The National College' to support with the diagnostic strategies of PP children needs.	'Using Digital Technology to improve learning: EEF Pupil Premium Evidence brief'	1-5

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

Budgeted cost: **£163,763**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adopting a targeted reciprocal teaching programme as a reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.	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: Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF Reading Buddies internal reading intervention with the aid of student leaders to support lower school reading and literacy.	2
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	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups:	1, 2, 3

<p>disadvantaged, including those who are high attainers.</p>	<p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>First Story – external provider of a ‘young writers’ program who are working with mixed student groups to help close the gender gap in progress.</p> <p>English mentoring / tutoring with small groups to support gaps in literacy and reading.</p>	
<p>Revision guides, online platforms and academic resources supplied across subject areas.</p>	<p>JSTC intends to use Revision Guides, online platforms (such as GCSEPod (KS4), Sparx learning (Maths) Bedrock and Educake (English) along with workbooks as a method to combine both these approaches to independent study and e-learning.</p>	<p>2, 3</p>

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

Budgeted cost: **£90,930**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on positive de-escalation and restorative practice programme.	Staff training with BOSS and a focus on restorative practice within the behaviour procedures in school. Staff and tutors are monitoring behaviour of students at all levels.	5
With the increased numbers of students requiring additional support for mental health and emotional wellbeing we have used PP and Recovery Premium funding to increase provision from external mentoring and counselling services This includes support from Progress and Pastoral teams	The pastoral team and other staff have worked closely with the local Mental Health Support Team to develop our provision to support young people's mental health. Support by external providers are working with staff to provide support services in school at regular intervals.	5, 6
As part of our Careers development: "JSTC Futures", we have invested in the curriculum time and personnel for careers delivery. All pupil premium pupils will have a careers interview and guidance.	Every young person needs high-quality career guidance to make informed decisions about their future. Good career guidance is a necessity for social mobility: those young people without significant social capital or home support to draw upon have the most to gain from high-quality career guidance. Good Career Guidance Education Gatsby	2, 3
To support careers, we have invested in Unifrog, a careers platform that supports subject areas and careers in school. This platform shows students different careers that they can go into from the subjects they take at school.	All teaching staff and students have their own login for the platform. Students have access to revision materials and careers information to support the 'next steps' for post-16 study.	2, 3

Work experience opportunities for PP Students	Pupils are limited to a range of work in this area; asking local businesses to support a range of work experience opportunities will raise aspirations.	3
Recovery Funding pot. Bids have been made and accepted that support the wider opportunities and extra-curricular activities in school.	Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning.	
Free breakfast, every morning for PP students.	Students have access to a free breakfast every morning; hot drinks, cereals, a variety of breakfast options [toast, pancakes, bagels] so they can start the day off positively. A wider variety of products are available to ensure all needs and dietary requirements are catered for.	ALL
GCSEPod rewards for the top engaging students.	Rewards given for those who engage in GCSEPod revision and resources to support with KS4 progress. Winners will be placed into a prize draw at the end of each term. Used to encourage more students to engage in extended learning at home. This platform is accessible on mobile devices, to ensure no students are left out.	2, 5, 6
Student Coaching, using Solution Focused Coaching model with Year 9 students.	This programme supports the transition into Key stage four with Y9. Accessible for all, to build confidence, resilience and provide support to those who wish to take part. Data capture suggests that with this intervention, students find their confidence and self-efficacy levels increase which supports outcomes within their subject areas.	2, 3, 5

Total budgeted cost: £362,423

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Challenge	Strategies	Impact	Cost	Next Steps
Attendance is lower of PP students compared to non-PP	<p>Rewards for those that improve attendance over time.</p> <p>Tutor intervention, with the aid of weekly tutor attendance reports.</p> <p>Letters sent out to students if their attendance drops below 95%.</p> <p>Home visits are carried out for welfare checks and meetings of those who struggle with transport to visit the school site.</p> <p>Attendance team work closely with SEND department, Progress Leaders and Pastoral Leads.</p> <p>We support children where we can with any barriers to school attendance, such as uniform, equipment, transport, and meals.</p> <p>In exceptional circumstances we provide students under the PP umbrella with larger items such as laptops to enable them to access the full curriculum.</p> <p>We communicate regularly with LCC and their attendance Team, using the opportunities of Targeted Support</p>	<p>Increase in attendance overall to be in line with the Government expectation.</p> <p>The current Pupil Premium data for this academic year (September 2023 – YTD) shows that students within the PP bracket are at 88.9%.</p> <p>Although the government expectation is 95%, we do fall in line with the national average relating to children receiving FSM. JSTC has an attendance percentage of 88.5% for FSM (YTD) and nationally the average is 87.1%.</p>	Attendance team, small rewards for students who improve attendance.	<p>Reward trip places for improved attendance.</p> <p>Attendance reports at tutor level to intervene.</p> <p>Progress Team work to continue and work with key stakeholders to support progress.</p> <p>Continue to support vulnerable students and families.</p> <p>Continue to hold School Attendance Panel meetings to support students in improving attendance</p> <p>Continue to work closely with outside agencies to support referrals.</p>

	Meetings with our representative, termly.			
Assessments, data and observations inform us that reading ages of PP students are lower than their expected age ability. This impacts upon their access to and therefore progress across the curriculum.	<p>Interventions through SEND are being used to support individuals / small groups.</p> <p>Literacy Word of the Week, continued to be used this year within tutor time.</p> <p>Literacy representatives within each department area to support subject specific literacy and reading.</p> <p>Reading programme with Y7.</p>	<p>Year 7 reading and spelling scores progress.</p> <p>Reading test data comparison: October 2022 – July 2023</p> <p>130 pupils in Y7 at time of testing with 63 PP = 48.46%</p> <p>36 increased reading score</p> <p>39 increased spelling score</p> <p>27 increased in both reading and spelling scores.</p>	Nil	<p>Intervention continuing to support reading and spelling within lower school.</p> <p>Students encouraged to access the library and borrow books.</p> <p>Academic tutor programme to continue in the new academic year.</p>

<p>PP students' performance is lower compared to non-PP students. Gap is narrowing but still present. Previous Y11 cohort GCSE data shows this.</p>		All	PP	Non PP	<p>Progress 8 gap is still present however it is narrowing.</p> <p>HODS and subject leaders to continue working with data and CPL to support closing the gap with disadvantaged.</p>	<p>Nil</p> <p>CPL</p> <p>HoD/ subject leader responsibility</p> <p>Costs for platforms outlined above in the budget costs.</p>	<p>Continue to encourage revision materials and extended learning platforms such as GCSEPod, Sparx and Unifrog.</p> <p>School to provide financial provision on the purchase of revision books. HODS to encourage revision books to be used within lessons / subject areas.</p>
	Cohort Size	112	43	69			
	English P8BC	-0.58	-0.86	-0.41			
	English Bucket	8.02	7.42	8.39			
	Maths P8BC	-0.53	-0.61	-0.49			
	Maths ucket	7.13	6.93	7.25			
	EBacc P8BC	-0.31	-0.36	-0.28			
	EBacc Bucket	11.02	10.93	11.07			
	Other P8BC	-0.41	-0.61	-0.28			
	Other Bucket	11.62	10.87	12.09			
	Attainment 8	37.78	36.15	38.8			
	Progress 8	-0.44	-0.58	-0.35			
	Gaps A8		-2.65				
	Gaps P8		-0.23				
	<p>HODS completing exam analysis to support T&L. Departments have been using the exam analysis within teaching for new Y11 cohort.</p> <p>Online learning platforms are used to support learning and extended learning of students. Bedrock being used within English. Sparx being used for maths.</p> <p>GCSEPod being used across the whole school in different subject areas; considerably within Humanities and Science.</p>						

<p>House points and reward statistics are lower within disadvantaged students compared to their peers. This is more so in the older year groups of school [Y10-11]</p>	<p>Staff encouragement to give house points more, especially in upper school.</p> <p>Staff encouraged to award a 'class superstar' for every lesson.</p>	<p>Staff are awarding more house points for in and out of classroom behaviours.</p> <p>Students are striving to earn house points to earn rewards such as trips and other in school incentives.</p>	<p>Nil</p>	<p>Continue in the new academic year.</p> <p>House point totals are used to aid pastoral team reward trips and incentives.</p>
<p>Understanding the connections between subjects within subjects, creating golden threads between subjects and topics.</p>	<p>HoDs are working together to highlight 'golden threads' within subject areas and how topics can be taught consistently to support knowledge recall and metacognition.</p>	<p>'Golden Threads' will be extremely useful for consistency and allowing disadvantaged pupils, who don't necessarily have the life experience to make links between skills, understand how the same skills can be used across subjects.</p> <p>This will take a considerable amount of time to make it clear and robust across subjects.</p>	<p>Nil – part of CPL allocation / HoD responsibility</p>	<p>Department areas continue to work together to support connections between topic areas.</p> <p>CPL</p>
<p>Reward opportunities and enriching activities to support learning</p>	<p>Recovery Pot funding has been supported and shared across the school. Subject areas have been able to bid for funds to support with enriching activities and</p>	<p>Students in all subject areas, have been able to take part in a variety of educational and enriching</p>	<p>Nil – part of Progress team role</p>	<p>To continue working with in the new academic year.</p>

	resources to support learning within their subject area. Recovery Pot funds have been used to support the wider opportunities within school; such as Duke of Edinburgh, Year 7 camp, school trips and residential trips.	opportunities. Pastoral activities have been used as an incentive for attendance and behaviour.		
Extracurricular activities and resources are not as accessible for PP students compared to their peers.	<p>Promotion of the recovery pot funding which staff / department areas can bid for monies to support learning in and out of school.</p> <p>The recovery pot allows for trip prices to be lowered or for free [trip dependent] so students can attend.</p>	<p>JSTC Newspaper Day with Lincoln University was a success last year. English department are looking at running it again.</p> <p>First Story to continue working with a group of students in Year 9. This project had brilliant results and inspired those who took part.</p> <p>Y7 camp has been funded through the Recovery Pot to give all students the opportunity of attending.</p> <p>Duke of Edinburgh fee has been covered to allow all students in Y11 to access the opportunity where necessary.</p> <p>Recover Pot accessed to support the cost of the Y11</p>	<p>Recovery Funding Budget: Total projects £27500</p>	<p>CPL</p> <p>Recovery Funding Pot to continue supporting extra-curricular activities and opportunities within the new academic year.</p>

		leavers prom, so all students could afford the tickets and enjoy the opportunity.		
Summer School has a literacy, reading focus which provides students with a book and activities surrounding love for reading in preparation for the new academic year.	Provided a wide range of activities across a number of subject areas in order to support transition and promote a wider variety of subjects students will take part in within the new academic year.	Two days of summer school to support transition and promote literacy amongst students. Identification of pupils who will need academic support to close the disadvantage gap as soon as they arrive in Y7.	Recovery Pot funding dedicated to support: £7000	

Externally provided programmes

Programme	Provider
First Story Writing Intervention	First Story
Counselling	Needbright
PSCHEE 'Respect Me'	Respect Me
Barclays 'Life Skills'	Barclays 'Life Skills'
JSTC Newspaper Day	University of Lincoln

Further information (optional)

Additional activity

Planning, implementation, and evaluation