

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	John Spendluffe Technology College
Number of pupils in school	626
Proportion (%) of pupil premium eligible pupils	49%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Mr S Curtis
Pupil premium lead	Mrs A Appleyard
Governor / Trustee lead	Mr A Legate

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£268,905
Recovery premium funding allocation this academic year	£80,316
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£349,221

## Part A: Pupil premium strategy plan

### Statement of intent

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 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.
Improved reading comprehension among disadvantaged pupils across KS3.	Reading ages improve for PP students and the gaps close over time. Literacy leader to lead on whole school initiatives – register reading Use of data to identify reluctant readers. Observations will indicate register reading Twice yearly RA testing Delivery around selecting appropriate books Reading Intervention in Key skills from 7 – 11 School focus on reading for enjoyment

<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. 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 wellbeing for all pupils, including those who are disadvantaged.</p>	<p>By 2024-25 this will be demonstrated by:  Student survey data  Numbers of students accessing additional support for social and emotional wellbeing.  Qualitative information from student voice and teacher observations.  This should also be indicated to some extent in attainment and progress data.</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.  Where attendance is an issue, support models are in place for reintegration and curriculum support at home. Issues with attendance or behaviour are quickly acted upon and reduced/resolved using the school's restorative approach where appropriate.  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: 102,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching staff engage in the school's Professional Learning and Development Programme.	Our professional development, focuses on Metacognition, Assessment, feedback and relationship building.  <a href="#">EEF Guidance Report: Effective Professional Development</a> "Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap."	2,3,4
Staff Coaching (including Iris Connect) and student coaching. Effective coaching cycles, to ensure there is high quality provision for all.	<a href="#">The Sutton Trust report (2011)</a> highlights that effective teacher instruction has a disproportionately positive impact on the outcomes of children from the most disadvantaged backgrounds. High-quality CPD for teachers has a significant effect on pupils' learning outcomes. ( <a href="#">Education Policy Institute, 2020</a> ).	1,2,5
Enhancement and maintenance of reading across the school by ensuring investment in a library/reading room space. Ensure that lower school have dedicated reading time during registration reading and during form time lessons.	DfE Research evidence on impact of Reading for Pleasure : <a href="#">reading_for_pleasure.pdf</a> ( <a href="#">publishing.service.gov.uk</a> )	2,3
Embed effective assessment tasks for the diagnosis and identification of pupils for inter-	Feedback provides +6 months of impact (EEF toolkit) - Embedding formative assessment explicitly can be a key	2,4

vention; clear and robust sequence of assessments and effective use of feedback.	component of laying the foundations for effective feedback – formative assessments is part of our assessment model and integrated within the planning of many subjects	
Pupil Premium Lead appointment to liaise with students and parents and communicate with staff. To identify the bespoke needs of our disadvantaged students in order to effectively provide the support they need.	Marc Rowland: Addressing Educational Disadvantage (2020) “Respond to need rather than label” Parental Engagement: <a href="#">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a> .	All
Whole School literacy Coordinator to lead on targeted interventions, such as Reading Buddies, as well as tutor time reading, word of the week strategies and whole school literacy foci. Whole School literacy Coordinator to support the review of intervention assessment points.	‘Provide high quality literacy interventions for struggling students’ (Recommendation 7)  <a href="#">Improving Literacy at Secondary School: EEF (educationendowmentfoundation.org.uk)</a>	2,3
Pastoral Leads in every year group to support the holistic wellbeing of PP children	Social and emotional skills support effective learning and are linked to positive outcomes later in life.  <a href="#">EEF Pupil Premium Evidence Brief</a>	5
Subscription to platforms such as ‘The Key’, and ‘SEND Classroom Provision Mapping’ to support the diagnostic strategies of needs of PP children	‘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: 154,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
SAS sessions School and revision on a Saturday morning for 10 weeks.	Peer tutoring, on average, has a positive impact on both tutors and tutees and may be a cost-effective approach to delivering one to one or small group tuition in a school.	2

	<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><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
<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><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 2, 3
<p>Deployment of additional teaching assistants to specific support for small group interventions, including breakfast club sessions</p>	<p>Tutoring was measured by EEF to have high impact, raising attainment by up to 5 months.</p> <p>The new findings suggest that, when used to support specific pupils in small groups or through structured interventions, teaching assistants can be effective at improving attainment. (EEF, 2014)</p>	3
<p>Revision guides, online platforms and academic resources supplied for all subjects</p>	<p>JSTC intends to use Revision Guides, online platforms (such as GCSEPod (KS4), Sparx learning (Maths) Bedrock (English) and workbooks as a method to combine both these approaches to independent study and e-learning. Supplying revision guides for all learners will also support remote learning and those who have a lower than desired attendance rate, as they can be used at home to retrieve gaps in knowledge and build confidence with subject material.</p> <p><a href="#">Improving Students' Learning With Effective Learning Techniques: Promising Directions From Cognitive</a></p>	2,3

	<a href="#">and Educational Psychology - Pub-Med (nih.gov)</a>	
Summer School has a reading / literacy theme; pupils given own reading book and activities surrounding the Summer School are based on this	Identification of pupils who will need academic support to close the disadvantage gap as soon as they arrive in Y7	2,3,4

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

Budgeted cost: **£87,600**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on positive de-escalation and restorative practice programme.	Both targeted and universal approaches can have positive overall effects EEF behaviour interventions. <a href="#">Improving Behaviour in Schools   EEF (educationendowmentfoundation.org.uk)</a>	5
Embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice. Staff will get training and release time to develop and implement new procedures. Attendance/support officer and Attendance Officer Apprentice will be appointed to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	6
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	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. Quick read: Transforming children and young people's mental health provision - GOV.UK ( <a href="#">www.gov.uk</a> )	All



(Needbright). This includes support from Progress and Pastoral teams		
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	5,6
Work experience opportunities for PP pupils	Pupils are limited to range of work in this area; asking local businesses to support a range of work experience opportunities will raise aspirations.	6
Contingency fund for acute issues, disadvantaged shortfall for trips/ access to basic provision and access to enrichment.	It is important to set aside a small amount of funding to respond quickly to needs not yet identified as well as support parents who struggle to financially support their child.	6
Recovery Funding bids have been accepted for a number of worthwhile projects, both academic, pastoral and equipment based, to close the gap of our disadvantaged students and allow a parity amongst experiences	‘Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning’  <a href="#">EEF Toolkit: Arts participation</a>	6
Free breakfast for PP pupils every morning	Government scheme – we now pay 25% towards the cost of bagels.	ALL

**Total budgeted cost: 344,900**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

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

Challenge	Strategies used	Impact	Cost	Next steps
Attendance of PP students is lower than that of their peers.	<ul style="list-style-type: none"> <li>-Reward breakfast</li> <li>-SAP</li> <li>-letters sent out to students lower than 96% at Feb</li> <li>-Work closely with Progress Teams</li> </ul>	<p>80 PP students in Y7-10 (out of 266) have improved their attendance since the letters sent out in Feb</p> <p>79 students have had attendance of 96% or above from Sep-Feb; 6 students have had 100%</p>	Attendance officer; small rewards for students	<ul style="list-style-type: none"> <li>- Letters to go out at Christmas to intervene earlier</li> <li>- Continue to work with Progress Teams to identify barriers</li> </ul>
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.	<ul style="list-style-type: none"> <li>HoD CPD undertaken, highlighting GAPS, strategies and need for whole department to understand this</li> <li>-Bedrock</li> </ul>	<ul style="list-style-type: none"> <li>- review of teachers (set subjects) taken place to ensure strong teachers throughout</li> <li>- no 'low ability' group in Y7 to remove the connotations and allow disadvantaged pupils to have more experience of language, subjects and conversations of their advantaged peers (model good behaviour).</li> </ul>	£1415 – annually for PP pupils in Y7/8 to cover 53% PP from Recovery Bid – rest to come from Literacy Budget	<ul style="list-style-type: none"> <li>- Supporting Disadvantage Learning Community</li> <li>- CPL sessions</li> <li>- Intervention programme (s)</li> <li>- Academic tutor – JC + other</li> </ul>

		<ul style="list-style-type: none"> <li>- F1→ the Y11 forecast gaps decreased but has significantly widened from F2-F3 – this cannot be compared to previous years due to CAG</li> <li>- Bedrock used consistently in Y7 / 8 – shown to be successful in progressing PP pupils</li> </ul>										
<p>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>	<p>-Reading programme 1:1 with pupils in 8F</p> <p>-Reading programme 1:1 with pupils in 7F / 7D</p> <p>-Individual interventions through SEND team</p> <p>- Word of the Week continued</p>	<p><b>Analysis of Y7 PP scaled scores progress:</b></p> <p><b>Reading test September 2021 - March 2022 – Y7</b></p> <p>At time of initial test: <b>72 PP students</b></p> <table border="1"> <tr> <td>Number of increased scaled scores:</td> <td>44</td> </tr> <tr> <td>Number of stationary scaled scores*</td> <td>2</td> </tr> <tr> <td>Number of decreased scaled scores</td> <td>23</td> </tr> <tr> <td>Number of absentees for second test</td> <td>3</td> </tr> </table> <p>64% of PP pupils have made increased progress</p>	Number of increased scaled scores:	44	Number of stationary scaled scores*	2	Number of decreased scaled scores	23	Number of absentees for second test	3	<p>Nil -</p> <p>RB – voluntary MoS &amp; used teachers who were light on their TT</p>	<p>-Tutor Reading programme to commence September 2022 for the whole of Y7</p> <p>- Library to be up and running for September 2022</p> <p>-Academic tutors / intervention programme to be prepared for September 2022.</p>
Number of increased scaled scores:	44											
Number of stationary scaled scores*	2											
Number of decreased scaled scores	23											
Number of absentees for second test	3											

		<p>on their Reading Ages since September 2022 which is great news.</p> <p>There are a number of factors that may skew the outcome of those who have not progressed including attendance rates and classroom environment when sitting the second test, as well as the inevitable human factor.</p> <p>Of the 72 pp students, 14 have been taken for English intervention in the last term (attendance registers not held centrally before Feb half term but NP may hold historic paper copies); 9 pupils have made progress (only 4 pupils have attended the 4/4 sessions recorded – dates recorded up to 14/4 on TEAMS).</p> <p>8F have been following a reading programme over the course of the year – reading 1:1 with a teacher; they completed a paper version of a standardised assessment in March (Access Reading test).</p>		
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		Compared to the most recent assessment, on average the students have made 7.9 points of progress - if stayed the same it would have been expected progress, this intervention and use of staff shows remarkable rapid progress. (PF: 2022)		
Understanding the connections between subjects within subjects, creating golden threads between subjects and topics.	This was brought to the forefront at the beginning of Term 6, with 2 HoDs undertaking a trial of how this could work.	<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>	Nil – part of CPL allocation / Y11 gained time	<ul style="list-style-type: none"> <li>- Through CPL / MW leading</li> </ul>
Our data suggests that PP students are experiencing more significant social and emotional issues, which affects their ability to manage their behaviour.	<p>Restorative Work with PB undertaken</p> <p>Progress teams were given the information and asked to monitor / review and</p>	Gaps are significantly smaller in Y10 than in other Year groups. The gaps in Y7 are particularly worrying as although PP pupils are receiving more positives (catch them being good!), they are receiving significantly more negatives than their non-disadvantaged peers with this number	Nil – part of Progress team role	<ul style="list-style-type: none"> <li>- Meet with Progress Teams to discuss key strategies on training day</li> <li>- Monitor reward statistics weekly; identify patterns</li> </ul>

<p>Recent reward statistics indicate fewer reward points are currently issued to disadvantaged students (especially the older years) than their non-disadvantaged peers</p>	<p>push within their teams</p>	<p>growing from Term 3 to 5.</p> <p>There have been a small reduction in number of negatives in Y8-11 from Term 4-5 after highlighting these issues with Progress Teams</p>		<p>and solutions to reduce negatives and raise positives</p>
<p>Data, observations and discussions with staff and students indicate that PP students engage less in extra-curricular activities, which serve to broaden cultural capital.</p>	<p>- Recovery Funding bids have ensured PP pupils are able to access extra-curricular activities at a reduced cost, or for free, if necessary.</p>	<p>- Certain projects (Newspaper Day, First Story – next year) have specifically targeted PP students to allow this group of students to experience projects that their more advantaged peers may have access to</p> <p>- Newspaper Day extremely successful and has raised aspirations of pupils (verbal feedback)</p> <p>First Story will target a specific group of 15 Y9 boys who will be taught together for English lessons to. This will allow the class teacher to quantify progress and gains within the group</p> <p>-Warhammer Club has reached out to a large number of vulnerable</p>	<p>Recovery Funding Budget: Total projects</p> <p>£23, 078</p>	<p>- Attendance registers for extra-curricular activities</p> <p>- Timely impact reviews to ensure the continued success, monitoring and development of projects</p> <p>-Provide all departments with an allocated amount of money (from Recovery Fund) to provide a project or extracurricular activity for pupils; this could be linked to an</p>

		<p>pupils of all year groups and created a comradery and sense of belonging for a niche group of disadvantaged pupils who may not be able to access this expensive hobby at home.</p> <p>-Y7 camp tickets were reduced for PP children to give them the opportunity to participate in what may be their first holiday.</p>		Appraisal objective
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## Externally provided programmes

Programme	Provider
First Story Writing Intervention	First Story
Super Speed Study Skills	Positively You
PSHE 'Respect Me'	Respect Me
Counselling	Needbright

## Further information (optional)

**Additional activity**

**Planning, implementation, and evaluation**