

## PUPIL PREMIUM STRATEGY STATEMENT

This statement details our use of Pupil Premium (PP) funding for the 2021 to 2022 academic year to help improve the attainment of our disadvantaged learners.

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

SCHOOL OVERVIEW	
Detail	Data
School name	The JCB Academy
Number of learners (Y9-Y11)	586
Proportion (%) of PP eligible learners	14.5%
Academic year/years that our current PP strategy plan covers three years from 2021	Y9-Y11
Date this statement was published	12.12.2021
Date on which it will be reviewed	11.02.2022
Statement authorised by	J. Gardner
PP lead	J. Gardner
Trustee lead	M. Jeffery

FUNDING OVERVIEW	
Detail	Amount
PP funding allocation this academic year	£75,865
RP funding allocation this academic year	£13,775
PP funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£89,640</b>

# PART A: PUPIL PREMIUM STRATEGY PLAN

## STATEMENT OF INTENT

Every child deserves an outstanding education. This will be driven based on a tiered approach through the three key priority areas of:

- Quality First Teaching
- Targeted Academic Support
- Wider School Strategies

### Quality First Teaching

A drive to further improve classroom teaching by focussing on the six principles of great teaching and matching these to learners' specific needs and preferences:

- Intellectual challenge
- Explanation
- Modelling
- Practice
- Questioning
- Feedback

There is a whole academy approach to reading and planning for reading within quality first teaching. Teachers use of reading ages to precision plan and read aloud in lessons is a key focus.

Assessment outcomes are carefully monitored so response is rapid. Responsive assessment at The JCB Academy involves collaborative moderation within departments which aims to promote discussion regarding barriers at each attainment level. Teachers respond to assessment information in lessons and within curriculum planning. Learners with PP make positive progress. However, their attainment in mathematics and English is a focus to enable learners to make the next step in their education.

### Targeted Academic Support

All learners in the academy have their own Learning Mentor. The level of mentoring differs according to learners' specific needs. Learners' needs are assessed on entry to the academy and mentoring levels are assigned to enable the academy to focus on specific needs through:

- Provision mapping with targets set for learners to achieve and clear roles for learners, parents/carers, learning mentors and for teaching staff.
- Development of self-regulation and engagement strategies.
- Mental health support and counselling where needed.
- Academic support within lessons.
- Reading interventions.
- Small group intervention in the Personalised Learning Centre.
- Resetting intervention in the Behaviour Support Centre.

## Wider Academy Strategies

The Pastoral Team monitor the progress of PP learners and ensure their provision plan incorporates specific opportunities to develop academically and holistically through:

- Attendance interventions.
- High quality careers guidance and work experience.
- Extended school day and extension activities.
- Voluntary extension activities after the school day.
- Financial support assistance to remove any barriers to the curriculum.
- Pastoral focus and responsive PSHE curriculum, which focusses on specific areas of need and risk taking behaviours, such as mental health, county lines, drugs and alcohol.

## CHALLENGES

The following are the key challenges to achievement that we have identified among our disadvantaged learners.

Challenge number	Detail of challenge
1	Our last published attendance data in 2018-19 shows that attendance among disadvantaged learners was 2% lower than their non-disadvantaged peers within the academy, however it was 1.3% higher than the national average for disadvantaged nationally. 24.1% of disadvantaged learners have been 'persistently absent'. This is significantly lower than the national average for Y9-Y11. However, this is lower compared to 10.1% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged learners' progress.
2	<p>Some learners have made poor progress during their KS3 studies prior to joining us and as a result are behind where they should be when they start Y9 or Y10. The quality of engagement in their previous schools during the lockdowns has also widened this gap over the last two years.</p> <p>The academy has an excellent record of ensuring learners with PP make positive progress. However, the attainment of our PP learners in mathematics and English is less than non-PP learners and this limits learners' opportunities at the next stage of their education.</p>
3	Many disadvantaged learners have lower than expected reading ages and for many of those with expected reading ages their reading for pleasure is limited which in turn widens the vocabulary gap. In Y9, 43% are below their chronological reading age of 13 and in Y10, 60% of learners are below their chronological reading age of 14.
4	Some learners come to the academy for a fresh start following an extended period of behaviour concerns and many have limited knowledge of strategies to improve their self-regulation. Our challenge is to get to know their individual needs quickly from transition to ensure our support has significant impact in the shortest time.

Challenge number	Challenge
5	There are a significantly higher number of cases of mental health concerns following the C19 lockdowns. This impacts on learners' ability to retain information and reduces their cognitive load which limits the rate of learning and potential outcomes.

## INTENDED OUTCOMES

These are 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
Improve the attendance of PP learners which was impacted negatively by the C19 pandemic	<p>The attendance of PP learners is in line with/exceeds the national average for learners in the same key stage.</p> <p>Learners' catch up process is monitored so that work missed is caught up and learners' progress is in line with expected.</p>
Improve progress and outcomes for PP learners, with a specific focus on mathematics and English.	<p>Achievement of KPIs for PP learners monitored through:</p> <ul style="list-style-type: none"> <li>• Precise planning for individuals using provision map information improves quality first teaching.</li> <li>• The improvement cycle in departments secures demonstrable impact of the curriculum.</li> <li>• Teachers use a variety of approaches to help learners remember what they have learned.</li> <li>• Areas highlighted as concerns in moderation are revisited through interleaving and retrieval to ensure gaps are filled.</li> <li>• Collaborative planning and department modelling results in achieving higher levels of challenge for the high attaining learners on entry.</li> <li>• Data analysis at each attainment level ensure the precise targeting of intervention and impact.</li> <li>• Learners progress to appropriate post-16 destinations.</li> </ul>

Intended outcome	Success criteria
Embed whole academy reading strategy	<p>Reading age data for PP learners will be in line with NPP and demonstrate progress as a result of the whole school reading agenda.</p> <ul style="list-style-type: none"> <li>• CPD on the reading strategy will directly impact classroom practice and as a result, outcomes specifically for PP learners in English will improve.</li> <li>• Teachers will be confident in supporting reading in lessons to improve fluency and comprehension.</li> <li>• Subject reading plans will be in place and QA for all subject areas.</li> </ul>
Improved self-regulation and engagement through personalised interventions will result in a decline in fixed period exclusions for PP learners.	<ul style="list-style-type: none"> <li>• Reduction in fixed period exclusions for PP learners.</li> <li>• The use of provision plans and intervention will prevent repeat offences.</li> <li>• Regular PP meetings will ensure key data is analysed, resulting in interventions, actions and strategies being implemented to prevent behaviour concerns escalating.</li> <li>• Behaviour Charts used on a 'live' basis and resulting actions and interventions have a positive impact on behaviour that is demonstrated through clear and robust tracking.</li> <li>• Extension activities support the building of excellent relationships with learners and staff.</li> <li>• Targeted careers advice support learners to have clear steps forward and results in better engagement.</li> </ul>
Improved self-regulation and cognitive behaviour results in learners suffering from mental health having a toolkit of strategies to support them.	<p>Those who are identified as being in need, engage in emotional support services and report improved mental health as a result of having accessed the service.</p> <ul style="list-style-type: none"> <li>• Improved self-regulation and achievement of targets on provision maps.</li> <li>• Improved attendance to classes.</li> <li>• Progress of learners in line with expected.</li> </ul>

## ACTIVITY IN THIS ACADEMIC YEAR

This is how we intend to spend our PP and RP funding **this academic year** to address the challenges listed above. The total budgeted cost is £90,000.

<b>TEACHING : BUDGETED COST £20,000</b>		
<i>Activity</i>	<i>Evidence that supports this approach</i>	<i>Challenge numbers addressed</i>
INSET for teaching staff and the CPD programme, knowledge and use for PP	Training delivered on a regular basis to the teaching and learning staff body and support staff with a specific focus on PP. A variety of strategies and techniques covered to ensure knowledge and progress can be accelerated.	2, 4
Mentoring programme for ECTs	ECTs have a specific training programme where knowledge of the PP is addressed and the importance of knowledge and use of funding to remove barriers to learning	2, 3, 4, 5
Self-regulation and co-regulation training for vulnerable learners	All staff have had a focus on self and co-regulation to help support the vulnerable learners especially PP to ensure we can maximise time in lessons and reduce time out of lessons.	1, 2, 3, 4, 5
Staff CPD for closing the gap within reading and vocabulary	Awareness of the reading difficulties and issues that they may face. Knowledge of the learners reading ages and barriers to learning. Inclusion of specific vocabulary within teaching to help support progress. A focus on disciplinary literacy which ensures specific focus to subject areas. Reading comprehension strategies can have a positive impact on learners' ability to understand a text.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/literacy-ks3-ks4</a>	2, 3

<b>TARGETED ACADEMIC SUPPORT: BUDGETED COST £45,000</b>		
<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number addressed</b>
1:1 Support from Learning Support Mentor/Specialist Learning Support Assistant	EEF toolkit indicates that “small group tuition” can generate +4 months  Learners are targeted for progress and gaps in knowledge by the support staff and work specifically to address retention of knowledge and accelerate progress.	1, 2, 3, 4, 5
Mentoring plus programme	EEF toolkit indicates that ‘behaviour interventions’ can generate +3 months.  The link between absence and achievement for disadvantaged students is clearly established (DfE Research 2016)  PP learners are open to more regular 1:1 mentoring sessions (bi-weekly) to ensure learning needs are met and the progress is taking place, additional resources/strategies can be addressed.	1, 2, 3, 4, 5
Careers advice and support	Gatsby Benchmarks require disadvantaged learners to gain in depth career guidance. This will include 1:1 discussions and guidance, university visits, guest speakers and work experience. Disadvantaged learners are targeted as a priority group, including opportunities for work experience.  <a href="https://www.gatsby.org.uk/education/programmes/embedding-the-benchmarks-in-school-and-college-practice">https://www.gatsby.org.uk/education/programmes/embedding-the-benchmarks-in-school-and-college-practice</a>  <a href="https://www.gatsby.org.uk/education/programmes/supporting-parental-engagement-in-career-guidance">https://www.gatsby.org.uk/education/programmes/supporting-parental-engagement-in-career-guidance</a>	1, 2, 4
Reading Strategy	EEF toolkit indicates that “small group tuition” can generate +4 months  Learners receive 1:1 reading support on a regular basis. This is specifically tailored to reading ages.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/literacy-ks3-ks4</a>	3

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number addressed</b>
Class Charts and seating plan, support plan deployment	<p>EEF toolkit indicates that ‘behaviour interventions’ can generate +3 months.</p> <p>Learners to be seated in appropriate areas of the teaching environment. Thought processes to location and who they are seated near to maximise focus and learning.</p>	2, 4
Provision Maps for information sharing	<p>EEF toolkit indicates that ‘behaviour interventions’ can generate +3 months.</p> <p>Parental engagement has a positive impact on average of four months’ additional progress.</p> <p>Learners will have specific targets and go through the plan, do review process to ensure targets are constantly reviewed and relevant to the most prioritised area.</p>	1, 2, 3, 4, 5
English and mathematics crossover support - additional work for learners	<p>EEF toolkit indicates that “small group tuition” can generate +4 months.</p> <p>During enrichment hours or target days, learners to do some in depth focus on gaps in learning with a view to target the learners at specific cross over measures. PP learners involved in this process to maximise their outcomes and opportunities.</p>	2
Enrichment clubs and targeted support after school	<p>EEF toolkit indicates that “social and emotional learning” can generate +4 months.</p> <p>Learners can access a variety of enrichment clubs throughout the year to help engage, focus, learn and increase opportunities.</p> <p>Transport support also available for PP learners.</p>	4, 5
Functional Skills	<p>EEF toolkit indicates that “small group tuition” can generate +4 months.</p> <p>Functional skills programme delivered to support academic progress specifically in English and mathematics.</p>	2

<b>WIDER STRATEGIES: BUDGETED COST £25,000</b>		
<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number addressed</b>
<p>The majority of learning at The JCB Academy is completed on laptop; learners need to be fully equipped to access the curriculum. Therefore, we will provide high quality IT equipment to all PP learners. Revision materials and texts are also funded.</p>	<p>Disadvantaged learners benefit from having the same quality of equipment as their less disadvantaged peers, both in terms of accessing learning and their self-esteem in the classroom.</p> <p>All learners have access to the necessary equipment and uniform needed in the academy. This allows them to fully participate in lessons and ensure attendance is as high as possible.</p> <p><a href="https://neu.org.uk/press-releases/childpoverty-harms-childrens-educationalopportunities">https://neu.org.uk/press-releases/childpoverty-harms-childrens-educationalopportunities</a></p>	1, 2, 3, 5
<p>Regular monitoring and scrutiny of PP learner attendance and the implementation of creative problem-solving approaches to barriers to school attendance.</p>	<p>The link between absence and achievement for disadvantaged learners is clearly established (<i>DfE Research 2016</i>).</p> <p>EEF toolkit indicates that ‘behaviour interventions’ can generate +3 months.</p> <p>Reasons for poor school attendance are complex and vary from learner to learner.</p> <p>Through regular scrutiny and an understanding of individual barriers and constraints, problem solving approaches can be formulated to meet the varying needs of individual learners.</p>	1, 2
<p>Through a programme entitled ‘Mentoring +’, learners establish positive relationships with their assigned Mentor; their needs are understood and responses to them are both timely and person-centred.</p>	<p>EEF toolkit indicates that ‘behaviour interventions’ can generate +3 months.</p> <p>Key to academic progress and success are the relationships young people have with the adults who teach and support them.</p>	1, 2, 3, 4, 5

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number addressed</b>
The commissioning in of professional counselling services to provide emotional support to learners assessed as being in need, or self-referring.	<p>EEF toolkit indicates that “social and emotional learning” can generate +4 months.</p> <p>The link between absence and achievement for disadvantaged learners is clearly established (<i>DfE Research 2016</i>).</p> <p>Timely engagement in professional counselling services to overcome emotional difficulties can remove barriers to engagement and attainment.</p>	1, 2, 5
Extended activities such as theatre trips, outside theatre groups, EA trips and teambuilding activities, university and work place visits.	<p>Studies have shown that learners learn by building on prior experiences. Many learners have poor cultural capital and this can hinder their access to parts of the curriculum.</p> <p>The impact of the theatre trips is also measurable in increased attainment in English.</p> <p><a href="https://www.trueeducationpartnerships.com/schools/what-is-ofsteds-culturalcapital/">https://www.trueeducationpartnerships.com/schools/what-is-ofsteds-culturalcapital/</a></p>	1, 2, 4, 5

## **PART B: REVIEW OF OUTCOMES IN THE PREVIOUS ACADEMIC YEAR (2020/21)**

### **PP STRATEGY OUTCOMES**

We had 38 learners in the Y11 cohort. The normal PP programme was interrupted due to the lockdown and learners' absence due to isolation. The programme was then adapted and learners with PP were prioritised for twice weekly mentoring this enabled the team to maintain good contact and support with mental health, family issues including health and finance. This work resulted in a greater engagement during this time.

In light of the impact C19 has had on our ability to run our work experience programme, we made the decision to re-direct some of the time and resources attached to the KS4 Careers Education Guidance Co-ordinator to work on a number of special projects focussed on supporting our PP learners. Our work in this area focused on supporting these learners to achieve academically in line with their ability, progress on to suitable and aspirational post-16 destinations and manage the impact that C19 has on those who are disadvantaged.

All PP learners went onto their chosen next steps in their education and there were no NEET learners.

The PP outcome for learners in 2020/2021 was +0.03 (using 2019 statistics)

73.7% of PP learners achieved Grade 4+ in English

55.3% of PP learners achieved Grade 5+ in English

71.1% of PP learners achieved Grade 4+ in mathematics

36.8% of PP learners achieved a Grade 5+ in mathematics