

PUPIL PREMIUM STRATEGY STATEMENT

This statement details our use of Pupil Premium (PP) funding for the 2025 to 2026 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)	557
Proportion (%) of PP eligible learners	18.7%
Academic year/years that our current PP strategy plan covers three years from 2025-8	Y9-Y11
Date this statement was published	31.12.2025
Date on which it will be reviewed	01.09.2026
Statement authorised by	J. Gardner
PP lead	J. Gardner
Trustee lead	M. Jeffery

FUNDING OVERVIEW	
Detail	Amount
PP funding allocation this academic year	£109,200 (£1,050 x 104)
RP funding allocation this academic year	£0
PP funding carried forward from previous years	£0

Total budget for this academic year	£109,200
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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:

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

High Quality Teaching

A drive to further improve classroom teaching is in place across curriculum teams in the academy by focussing on the principles of The JCB Academy Learning Cycle and ensuring that learners' specific needs and preferences are met:

- Recap and retrieve
- High quality delivery
- Practice (Guided and independent)
- High quality feedback and assessment

There is a whole academy approach to Literacy which includes reading, writing and spoken language. Teachers address common Literacy errors in lessons, develop learners verbal communication and use reading age data to precision plan and support struggling readers in lessons.

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. Attainment in mathematics and English is a key focus for the academy in order to enable learners to make the next step in their education.

Targeted Academic Support

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 required.
- 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 and subject teams 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	Attendance - Our last published attendance data in 2024-25 shows that attendance among disadvantaged learners was 4% lower than their non-disadvantaged peers within the academy.
2	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. The quality of engagement in their previous schools is vast and many specific cases are unknown to us at their starting date. The academy aspires to ensure 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 can be a risk to limit learners' opportunities at the next stage of their education.
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, 39% of PP learners are below their chronological reading age of 13.

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.
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INTENDED OUTCOMES

These are the outcomes we are aiming for **by the end of our current strategy plan (2028)** and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improve the attendance of PP learners.	The attendance of PP learners is in line with/exceeds the national average for learners in the same key stage. Learners' catch up process is monitored so that work missed is caught up and learners' progress is in line with expected.
Improve progress and outcomes for PP learners, with a specific focus on mathematics and English.	Achievement of KPIs for PP learners monitored through: - Precise planning for individuals using provision map information improves quality first teaching. - The improvement cycle in departments secures demonstrable impact of the curriculum. - Teachers use a variety of approaches to help learners remember what they have learned. - Areas highlighted as concerns in moderation are revisited through interleaving and retrieval to ensure gaps are filled. - Collaborative planning and department modelling results in achieving higher levels of challenge for the high attaining learners on entry. - Data analysis at each attainment level ensure the precise targeting of intervention and impact. - Learners progress to appropriate post-16 destinations.

Intended outcome	Success criteria
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Embed whole academy Literacy strategy	• CPD on the Literacy strategy will directly impact classroom practice and as a result, outcomes specifically for PP learners in English will improve. • Reading age data for PP learners will be in line with NPP and demonstrate progress as a result of the whole school reading agenda. • Teachers will be confident in supporting reading in lessons to improve fluency and comprehension. • Teachers will be confident in supporting the development of writing and spoken language to improve written and verbal communication
Improved self-regulation and engagement through personalised interventions will result in a decline in fixed period exclusions for PP learners.	• Reduction in fixed term suspensions for PP learners. • The use of provision plans, provision maps and intervention will prevent repeat offences. • Regular PP meetings will ensure key data is analysed, resulting in interventions, actions and strategies being implemented to prevent behaviour concerns escalating. • 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. Learner Causing Concern meetings and the Behaviour dashboards. • Extension activities/intervention sessions support the building of excellent relationships with learners and staff. • Targeted careers advice support learners to have clear steps forward and results in better engagement.
Improved self-regulation and cognitive behaviour results in learners suffering from mental health having a toolkit of strategies to support them.	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. • Improved self-regulation and achievement of targets on provision maps. • Improved attendance to classes. • Support from 'The Hub' • Progress of learners in line with expected.

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 £109,200

TEACHING : BUDGETED COST £30,000		
<i>Activity</i>	<i>Evidence that supports this approach</i>	<i>Challenge numbers</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 Literacy gap	Awareness of 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. Reading comprehension strategies can have a positive impact on learners' ability to understand a text. A focus on common misconceptions and strategies to support writing. Providing opportunities for structured talk to support the development of verbal communication. https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/literacy-ks3ks4	2, 3

TARGETED ACADEMIC SUPPORT: BUDGETED COST £45,000		
<i>Activity</i>	<i>Evidence that supports this approach</i>	<i>Challenge number</i>
1:1 Support from Subject 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
Tutoring/Pastoral 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 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. https://www.gatsby.org.uk/education/programmes/embedding-the-benchmarksinschool-and-college-practice https://www.gatsby.org.uk/education/programmes/supporting-parentalengagementin-career-guidance	1, 2, 4

Reading Interventions	EEF toolkit indicates that “small group tuition” can generate +4 months Learners receive small group reading support on a regular basis. This is specifically tailored to reading ages. We also have a three wave reading strategy to focus and target interventions at three differing levels specific to reading ages. We have employed an additional member of staff to address this. https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/literacy-ks3-ks4	3
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Activity	<i>Evidence that supports this approach</i>	<i>Challenge numbers</i>
Class Charts and seating plan, support plan deployment	EEF toolkit indicates that ‘behaviour interventions’ can generate +3 months. 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.	2, 4
Provision Maps/Passports for information sharing	Parental engagement has a positive impact on average of four months’ additional progress. Learners will have specific targets oin their passports, some will go through the plan, do review process to ensure targets are constantly reviewed and relevant to the most prioritised area.	1, 2, 3, 4, 5
English and mathematics crossover support - additional work for learners	EEF toolkit indicates that “small group tuition” can generate +4 months. During enrichment hours or target days, learners will 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.	2

Enrichment clubs and targeted support after school	Our EDC programme on a Friday afternoon delivers a wide range/variety of programmes to enrich learners knowledge and experiences. Learners can access a variety of enrichment clubs throughout the year to help engage, focus, learn and increase opportunities. Transport support also available for PP learners.	4, 5
Functional Skills	EEF toolkit indicates that “small group tuition” can generate +4 months. Functional skills programme delivered to support academic progress specifically in English and mathematics.	2
WIDER STRATEGIES: BUDGETED COST £34,200		
<i>Activity</i>	<i>Evidence that supports this approach</i>	<i>Challenge numbers</i>
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.	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. 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. https://neu.org.uk/press-releases/childpoverty-harms-childrenseducationalopportunities	1, 2, 3, 5

Regular monitoring and scrutiny of PP learner attendance and the implementation of creative problem-solving approaches to barriers to school attendance.	The link between absence and achievement for disadvantaged learners is clearly established (<i>DfE Research 2016</i>). EEF toolkit indicates that ‘behaviour interventions’ can generate +3 months. Reasons for poor school attendance are complex and vary from learner to learner. 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.	1, 2
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.	EEF toolkit indicates that ‘behaviour interventions’ can generate +3 months. Key to academic progress and success are the relationships young people have with the adults who teach and support them.	1, 2, 3, 4, 5

Activity	Evidence that supports this approach	Challenge numbers
The commissioning in of professional counselling services to provide emotional support to learners assessed as being in need, or self-referring.	EEF toolkit indicates that “social and emotional learning” can generate +4 months. The link between absence and achievement for disadvantaged learners is clearly established (<i>DfE Research 2016</i>). Timely engagement in professional counselling services to overcome emotional difficulties can remove barriers to engagement and attainment.	1, 2, 5
Extended activities such as theatre trips, outside theatre groups, EA trips and teambuilding activities, university and work place visits.	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. The impact of the theatre trips is also measurable in increased attainment in English. https://www.trueeducationpartnerships.com/schools/what-is-ofstedsculturalcapital/	1, 2, 4, 5

PART B: REVIEW OF OUTCOMES IN THE PREVIOUS ACADEMIC YEAR (2024/25)

PP STRATEGY OUTCOMES

We had 43 learners in the Y11 cohort. All PP learners went onto their chosen next steps in their education and there were no NEET learners. Academic support was provided to PP learners by specialist support mentors and learning support mentors as highlighted the previous sections. Three PP learners in particular were persistent absentees and this has impacted negatively on the overall progress based on starting points shown below. External agencies were involved in order to support these learners, however, only limited progress was made.

Academy starting points differ from other schools and therefore we have the challenge of recovering any lost learner during Y7 and 8 for learners who join us in Y9. PP learners have made more progress when compared with their starting points with us than when compared with their KS2 data, this suggests that when they started at the academy they had fallen behind but that this gap was reduced during their time with us.

Regular review sessions took place for PP learners, enabling the team to maintain good contact and support with mental health, family issues including health and finance. This work resulted in a greater engagement throughout the year.

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

The PP outcome for learners in 2024/2025 was -0.21 based on our academy starting points. This has improved from the previous year of -0.38 and previous -0.43.

The gap has closed from 0.45 to 0.35 and most recently to 0.18.

57.1% of PP learners achieved Grade 4+ in English, up from 38.5%
 37.1% of PP learners achieved Grade 5+ in English, up from 25.6%
 74.3 of PP learners achieved Grade 4+ in mathematics, up from 53.8%
 37.1% of PP learners achieved Grade 5+ in mathematics, up from 28.2%