# Pupil premium strategy statement – John Spendluffe Technology College

Before completing this template, read the Education Endowment Foundation’s [guide to the pupil premium](https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium) and DfE’s [pupil premium guidance for school leaders](https://assets.publishing.service.gov.uk/media/65cf69384239310011b7b91f/Using_Pupil_Premium_-_Guidance_for_School_Leaders.pdf), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school’s use of pupil 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 | 636 |
| Proportion (%) of pupil premium eligible pupils | 45.9% |
| 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)** | 2021/2022-2024/2025 |
| Date this statement was published | 01.12.2024 |
| Date on which it will be reviewed | 01.09.2025 |
| Statement authorised by | Simon Curtis |
| Pupil premium lead | Anna Appleyard |
| Governor / Trustee lead | Laura Hill |

## Funding overview

|  |  |
| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £303,450 |
| Pupil premium funding carried forward from previous years *(enter £0 if not applicable)* | £0 |
| **Total budget for this academic year***If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year* | £303.450 |

# 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, meaning we must ensure emotional wellbeing is secure and developed, as part of our intent. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. 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. 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 enables 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 thrive 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. 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 disadvantaged pupils across KS3. | Reading ages improve for PP students and the gaps close over time.across KS3. 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 with the aid of the School Library |
| Improved behaviour for learning and attendance of all students, including those who are disadvantaged. | 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. |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | 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. |
| Increased engagement of students in the wider cultural offer. | Increased uptake in attendance on trips and other cultural events. |

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 103,450

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| 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: [EEF Blog: Assessing learning in the new academic year (Part 1… | EEF](https://educationendowmentfoundation.org.uk/news/eef-blog-assessing-learning-in-the-new-academic-year-part-1)Introduction of a new literacy assessment programme which replaces a previous GL Assessment package, to support years 7-10 with Literacy. | 2,3 |
| Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance. We will fund professional development and instructional coaching focussed on each teacher’s subject area.  | Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: [Improving Literacy in Secondary Schools | EEF](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4)Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: [word-gap.pdf](https://www.oup.com.cn/test/word-gap.pdf)Online learning platforms have been embedded within the curriculum to support with literacy and e-learning. Educake is used across the 5 year curriculum.Literacy Representatives in each department area, who collaborate on a whole school level to support literacy and tier 2 vocabulary. Subscription to BookTrust, to encourage reading for fun. Continue to run the annual Scholastic Book Fair. | 2,3 |
| 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.[Social and emotional learning | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning) | 5 |
| East Coast Collective: partnering with schools down the East Coast to collaborated in identifying need and raising attainment (EEF project) | EEF are supporting research schools from the East Coast to identify causal issues of disadvantage in coastal areas, and how to mitigate this through evidence based projects.[The EEF Guide to the Pupil Premium | EEF](https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium) | all |
| 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. | All staff are able to use targeted resources to upskill and best support all pupils.[Using Digital Technology to Improve Learning | EEF](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital) | all |
| Mental Health First Aiders trained in school | [How we’re helping look after the mental health of children and young people – The Education Hub](https://educationhub.blog.gov.uk/2023/10/10/how-were-helping-look-after-the-mental-health-of-children-and-young-people/)With an increasing number of children with Mental Health concerns, it is important to have specially trained members of staff who can instantly support students, and follow the policy to help them get the support that they need.  | 5 |
| Nurture tutor group | An extra tutor group has been created to support our most vulnerable pupils in a small, nurturing environment. This tutor group includes an extra member of staff and undertakes activities to support their SEMH and ensure they are ready for the school day.[Social and emotional learning | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning) | 5 |

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

Budgeted cost: £ 160,000

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *CODE* | 3 members of staff have been trained to prove the CODE phonics programme to Y7 pupils. As part of this trial, pupils undertake 3-4 25 minutes sessions per week to close the literacy gap. [Phonics | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics) | 2,3 |
| Revision guides, online platforms and academic resources supplied across subject areas. | JSTC intends to use Revision Guides, online platforms such as, Sparx learning (Maths / Science) Educake (English) along with workbooks as a method to combine both these approaches to independent study and e-learning.[Using Digital Technology to Improve Learning | EEF](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital) | 2,4 |
| Supported Study with qualified teachers (mobility students) | The EEF toolkit states the impact of small group tuition could be +4 months. This can support some of our mobility students who have missed chunks of learning.[Teaching and Learning Toolkit | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit) | 2 |
| Inclusion and Behavioural Coordinator | According to DfE statistics, disadvantaged students are more at risk of suspension and PEX. To support behaviour interventions, a full time Inclusion and /behavioural coordinator has been appointed. | 5 |
| Library lessons | [Reading comprehension strategies | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies)Each Y7 class have one Library lesson per fortnight in a small group to support reading skills. | 2 |

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

Budgeted cost: £ 40,000

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Attendance rewards and strategies | Highlighting attendance as a key important factor within schools supports their understanding of impact on school life and their future.[Working together to improve school attendance (applies from 19 August 2024)](https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf) | 1 |
| With the increased numbers of students requiring additional support for mental health and emotional wellbeing we have used PP funding to increase provision from external mentoring and counselling services. This includes support from Progress and Pastoral teams | [Disadvantaged pupils facing 'epidemic' of educational inequality - Committees - UK Parliament](https://committees.parliament.uk/committee/203/education-committee/news/161687/disadvantaged-pupils-facing-epidemic-of-educational-inequality/) | 5 |
| Unifrog – supporting career opportunities | Students from disadvantaged backgrounds are unlikely to have links to higher education and further career prospects outside of their immediate vicinity. [Good Career Guidance | Education | Gatsby](https://www.gatsby.org.uk/education/focus-areas/good-career-guidance) | 6 |
| Work experience – ensuring staff are fully confident in the organisation and monitoring of work experience opportunities for Y10 students | [Department for Education](https://assets.publishing.service.gov.uk/media/5a82c3f240f0b6230269c95d/Work_experience_and_related_activities_in_schools_and_colleges.pdf)The impact report above shows the benefits of students undertaking work experience to support curriculum and soft skills | 6 |
| Free breakfast | We continue to provide a free breakfast every morning for all Pupil Premium students, and a reduced cost for all pupils to ensure they start their school day positively and ready to learn. | 1,5 |
| Engagement evenings | The trainsgulation between school and home is crucial to support progress of young people. These evenings allow parents to learn more about the academic year: exams, support, further education etc[Parental engagement | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement) | all |

**Total budgeted cost: £** 303,450

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| *Over the academic year 2023-2024 a number of strong support measures have been implemented for our disadvantaged pupils; however, at JSTC we are proud to promote high quality teaching and pastoral interventions for all pupils.**Overall progress at the end of KS4 (2024) showed a disadvantage gap of -0.28; there were 49% PP, which is very slightly wider than the previous year of 0.23 when we had only 38% PP. However, this gap is still relatively small and in comparison, to the national gap of –0.41.**Although we are still recovering from the learning decay of COVID-19, the strategies outlined in our previous pupil premium strategy plan have supported the progress of all pupils. Learning Context Maps, a working document written by class teachers, outlines strategies for disadvantaged learners within their lessons. CPL and dissemination of strategies and information ensure overcoming disadvantage is at the forefront of our working day and embedded into our ethos and culture.**Our Attendance and Progress teams work tirelessly to ensure our disadvantaged students have the means and desire to attend school regularly and are ready to learn. Behaviour events of disadvantaged students are still higher than their counterparts and this is an area we will continue to address. It is interesting to note that Social, emotional and Mental Health areas is a priority across many schools within this area of Lincolnshire.**Our Recovery Funding has also ensured students have been able to access extra-curricular opportunities such as rewards trips and visits, school performances, Duke of Edinburgh Award, Y7 camp and Newspaper Day.*

|  |  |  |
| --- | --- | --- |
| **Challenge** | **Strategies used** | **Impact** |
| Attendance of PP students is lower than that of their peers.  | -Reward breakfast / Rewards for improved attendance-SAP-Work closely with Progress Teams-Curriculum meetings with Y11 families | 162 PP students have attendance of 94% or above; 58 have 100% |
| 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.  | HoD CPD undertaken, highlighting GAPs, strategies and need for whole department to understand this-online platforms to support independent learning- use of academic teachers (where appropriate)- Learning Context Maps are working documents which highlight strategies-use of EEF PP report to support Action plan | * review of teachers (set subjects) taken place to ensure strong teachers throughout
* 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).
 |
| 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.  | -Rapid Reading Programme 1:1-Individual interventions through SEND team- Word of the Week continued- Standardised reading assessments undertaken in Y7,8,9 twice a year- Library lessons have been planned- CODE phonics programme has been planned for.Library open every lunchtime | KS2 average of Y7 students (Sept 23) was 100.23 (secondary ready); however, the disadvantaged average was 98.78. Although this points difference is minor; it highlights the gap is already present.1-2-1 Reading programmes have shown some improvements in reading scores; these are monitored regularly by our Literacy Lead and shared with staff. Academic tutors and Head of English undertook reading intervention programmes with students in Y7 and 8 with great success. Report available for viewing. |
| Understanding the connections between subjects within subjects, creating golden threads between subjects and topics.  | * Curriculum strategy plan for all HoDs
* - working parties formed and time allocated
* Support given to understand the relevance of shared curriculum skills across similar subjects
 | Consistency across learning; reduced cognitive overload as students are undertaking similar skills in a similar way across different subjects. This frees up working memory concentrate on the learning. |
| Our data suggests that PP students are experiencing more significant social and emotional issues, which affects 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 | Class superstar / Spenny Stars celebrated; monitoring Rewards statistics weeklyReview of T.O. procedure to encourage prevention, not interventionHot choc Fridays with HeadteacherRewards trips and visits | The gap between rewards point has decreased; however, there are still fewer Regards been awarded at KS4. Staff to reward for attending revision sessions etcPastoral leads are supporting SEMH within school and providing steps for students to regulate and show resilience. Outside agencies are linked to this provision, both for staff and student support.  |
| Data, observations and discussions with staff and students indicate that PP students engage less in extra-curricular activities, which serve to broaden cultural capital.  | - Recovery Funding bids have ensured PP pupils are able to access extra-curricular activities at a reduced cost, or for free, if necessary.- Students undertake a wide variety of activities during ‘Enrichment Week’, which bridges curriculum gaps and allows pupils to explore subjects in a different way. | - 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- Newspaper Day extremely successful and has raised aspirations of pupils (verbal feedback)- First Story was extremely successful again and one of our pupils came 2nd in a national competition. The impact of this creative writing at GCSE, will be monitored.-Y7 camp tickets were reduced for PP children to give them the opportunity to participate in what may be their first holiday.-Enrichment week covered a large amount of experiences and opportunities both in school and outside school. This included a week of work experiences for Y10. Student and staff voice was positive. |

 |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

|  |  |
| --- | --- |
| Programme | Provider |
| First Story Young Writers Programme | First Story |
| JSTC Newspaper Day | University of Lincoln |
| Counselling | Needbright |

# Further information (optional)

|  |
| --- |
| *Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.* |