

## Proposed Pupil premium strategy statement-

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
School name	John Flamsteed Community School
Number of pupils in school	872
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-23 2023-24
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Helen Frost-Briggs
Pupil premium lead	Jessica Teal
Governor / Trustee lead	Matt Thompson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£130,020.00
Recovery premium funding allocation this academic year	£23,004.00
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	£150,020.00

# Part A: Pupil premium strategy plan

## Statement of intent

John Flamsteed Community School is committed to achieving academic and social success for all of our students, including disadvantaged students, to ensure they are best prepared for the next stages of their lives. We call this 'The JF Way'. We intend to address the evidence-based challenges we have in our school to help to close the gap between pupil premium and non-pupil premium students.

Our core belief is that high quality teaching coupled with a well sequenced, broad and balanced curriculum underpins the key to the success of our disadvantaged learners. It is important that disadvantaged students reach attendance, behaviour and academic progress standards in line with their peers and we recognise that strong pastoral support is key to success in this area. Research suggests that this approach will benefit both disadvantaged and non-disadvantaged students by raising the progress of all students. Our Pupil Premium Strategy Plan focuses on addressing the key challenges that our disadvantaged students face at our school and in our community; as a result, it encompasses an approach to supporting 'the whole child'.

To achieve the best for our disadvantaged learners, we will use a variety of strategies within these three strands:

**Ensure all students have access to high quality teaching and learning to close the disadvantaged progress gap. In order to do this, we intend to:**

- Introduction of our 'CPR' teaching and learning strategy that focuses on Challenge, Pace and Response
- Embed the JFCS 'Classroom Entitlement' to promote high quality teaching for all learners, regardless of background
- Use seating plans to prioritise disadvantaged students for questioning, live marking and verbal feedback
- Ensure teaching staff have good knowledge of the challenges that their disadvantaged students face
- Implement a rigorous assessment policy across departments to generate data that class teachers can use to inform their planning
- Offer an evidence-based CPD programme that is tailored to the needs of our school to continue to develop teaching practice across the school
- Allocate department meeting time as CPD to ensure high quality teaching is delivered across all subjects
- Use 'Reconnect' activities and Upgrade lessons to ensure all students have time to respond to feedback from teachers in all subjects
- Consistently embed the use of 'Reconnect' activities to support retrieval and interleave learning

- Set ambitious academic targets for all of our learners, including disadvantaged students
- A dedicated appraisal target is allocated to accelerate the progress of disadvantaged pupils
- Quality assurance has disadvantaged students at its heart, with this group always included
- Disadvantaged students are carefully considered and supported through option choices to encourage uptake of challenging and aspirational courses such as triple science and EBacc

**Offer targeted intervention and support to help accelerate the progress for students who are struggling the most. In order to do this, we will:**

- Offer intervention sessions that prioritise inclusion of disadvantaged students and subsequent contact home for non-attendance
- Run Lexia intervention and increased frequency of Reading Age testing to support literacy for disadvantaged students as well as non-disadvantaged students
- Use KS4 learning ambassadors to support weaker Year 7 readers in the 'Buddy Reading' scheme
- Use the School Led Tutoring fund to provide an additional maths tutor for students who are or at risk of falling behind their peers
- Offer homework club to support students with homework after the school day

**Provide pastoral support for behaviour, attendance and engagement with school to help increase engagement of PP students with education. In order to do this, we intend to:**

- Ensure that disadvantaged students have access to and are prioritised for careers provision
- Ensure all students, including Pupil Premium students have access to a work experience placement at the end of year 10
- Equipment, uniform and other specialist equipment for subjects is subsidised for disadvantaged students to remove the financial barrier to progress
- Regular attendance board meetings to address attendance below 96%
- SLT meetings with all students, including disadvantaged students following mocks to review performance
- One to one support from Heads of Year where need is greatest
- Offer a vocational college option for Year 11 students
- Give disadvantaged students access to free books from the library
- Educational visits and school trips are subsidised to develop a cultural education
- Supply revision guides without charge to KS4 disadvantaged students
- Offer a range of extra-curricular activities to all students

- Prioritise disadvantaged students for ICT provision

## Challenges

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

Challenge number	Detail of challenge
1	Pupil Premium students do not consistently perform in line with their non-PP peers
2	Pupil Premium students' attendance is not consistently in line with attendance of their non-PP peers
3	Behaviour and attitudes to learning – at JFCS PP students have received a disproportionate volume of suspensions and exclusions.
4	We recognise that nationally, PP students are likely to have poor aspirations compared to their non-PP peers which in turn, negatively impacts on their progress as they may not have a vision for their future beyond school. At JFCS, a lower proportion of PP students enrol on level 3 courses and apprenticeships than their non-PP peers.
5	Literacy skills. Reading age data shows on average the percentage of students below their chronological reading age is disproportionately represented amongst PP students compared to non-PP students.

## 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 progress for PP students on exit GCSE results	Progress 8 score for PP students is in line with that of non-PP students
Improvement in attendance and reduction in persistent absence	Attendance rates for PP students will be in line or above national figures. School target is 96% Persistent absence rates for PP students will be in line with or above national figures
Culture of the school promotes positive behaviour of PP learners and reduces FTE for PP students	PP students behaviour/FTE figures are in line with non-PP students. Reduction in gap between PP/non-PP FTE rates.
PP students have equally high aspirations as non-PP students	Continue to achieve 0% NEET for PP students Reduce gap between number of non-PP and PP students that continue into further education to complete Level 3 courses.
Literacy skills are improved for PP students so they are better equipped to fulfil their potentially	Literacy skills of PP students are raised towards chronological reading age

## 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: £ 21,299.78

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>Develop school teaching and learning model through the circularisation of ALPS, launch of CPR T&amp;L Principles, and embedding of the 'classroom entitlement' for PP specific targeted in-class intervention</li> </ul>	<p>The EEF Guide to the Pupil Premium, June 2019 suggests that improving teaching should be top priority of a tiered approach to ensure highly effective teaching for all students.</p>	1 3 5
<ul style="list-style-type: none"> <li>More regular T&amp;L CPD with a focus on addressing areas of need in our school, based on QA evidence. Department meetings converted to Dept CPD to offer more time to improving the quality of provision in depts. Personalised CPD menu introduced to further support staff development in the classroom</li> </ul>	<p>Every teacher is supported to continually improve their practice.</p>	
<ul style="list-style-type: none"> <li>Intelligent timetabling uses surplus teaching hours are allocated to directed study for those students needing additional subject support (option support) and conservation of extra teaching non-contact period to allow effective planning time for all learners, including disadvantaged</li> </ul>	<p>What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements (Closing the Gap, EEF)</p>	
<ul style="list-style-type: none"> <li>Rigorous QA programme developed to ensure standards of Teaching, Learning and Feedback are high for all learners, with a focus on disadvantaged students</li> </ul>	<p>EEF toolkit (2019) states that 'providing feedback is well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.'</p>	
<ul style="list-style-type: none"> <li>Profile of reading raised throughout school through the new Reading Strategy including reading aloud during tutor time to inspire a love of reading</li> </ul>		

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

Budgeted cost: £ 38,179.02

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>Y11 intervention programme developed that prioritises underperforming students, including disadvantaged pupils</li> </ul>	<p>The EEF Guide to the Pupil Premium, June 2019 suggests that targeted academic support has a consistently positive impact in small groups and/or one-to-one structured interventions and is likely to be a key component in an effective PP strategy.</p>	<p>1 4 5</p>
<ul style="list-style-type: none"> <li>Reading intervention through Lexia and opportunities to read aloud with Phonics trained specialist</li> </ul>		
<ul style="list-style-type: none"> <li>Increased frequency of reading age testing to monitor progress of reading ages</li> </ul>		
<ul style="list-style-type: none"> <li>Use of the School Led Tuition fund to provide bespoke tutoring in maths</li> </ul>		
<ul style="list-style-type: none"> <li>Termly progress meetings with HoYs/SLT for KS4 to ensure students feel supported in their studies and identify any barriers to progress</li> </ul>		
<ul style="list-style-type: none"> <li>Targeted use of TAs to ensure support is given to those students who need it most, including disadvantaged students</li> </ul>		
<ul style="list-style-type: none"> <li>Homework club after school to support students who struggle to complete homework at home</li> <li>1:1 Career guidance interviews, with disadvantaged students prioritised</li> </ul>		
<ul style="list-style-type: none"> <li>Close the gap meetings introduced after data collection to ensure disadvantaged students benefit from enhanced focus and tracking</li> </ul>		

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

Budgeted cost: £ 70,541.21

Activity	Evidence that supports this approach	Challenge number(s) addressed
		1
<b>Attendance</b> <ul style="list-style-type: none"> <li>Dedicated attendance team to track and monitor attendance/PA.</li> <li>Pastoral support team daily focus on attendance and punctuality</li> <li>Greater use of rewards and positive praise to encourage learners into school, linked to attendance.</li> <li>Greater contact between target families and school via Heads of Year and other pastoral leads.</li> </ul>	<p>The EEF Guide to the Pupil Premium, June 2019 suggests that a tiered approach will help to focus on key strategies. Attendance is the most significant non-academic barrier to progress in school and therefore forms a key strategy in our strategy.</p>	1 2 4
<b>Behaviour</b> <ul style="list-style-type: none"> <li>Personalised behaviour interventions for students causing concern led by Head of School/HOY</li> <li>Introduction of the 4 step behaviour system</li> <li>A rewards policy that rewards positive behaviour and is linked to prizes</li> </ul>	<p>Improving Behaviour in Schools, EEF (2019) focus on proactive responses and reactive for those where greater need is present (recommendation 5)</p>	1 3
<ul style="list-style-type: none"> <li>Employment of a specialist Behaviour Manager to work with targeted groups of students,</li> </ul>		1 2 3



including disadvantaged students		
<ul style="list-style-type: none"> <li>Regular pastoral board meetings to support those most in need of pastoral support and increase communication with home</li> </ul>	As above	2 3
<b>Wellbeing</b> <ul style="list-style-type: none"> <li>Targeted use of in-school Early Help to address vulnerable students' needs in and out of school</li> <li>Training for HoYs relating to in-school Early Help</li> <li>Co-ordination of in-school programme of interventions for vulnerable students e.g. self-esteem, mental health with outside agencies (DCCT, school counsellor, Blend, CAMHS, police etc)</li> </ul>	Targeted intervention using specific programmes delivered by specialists are likely to have greater positive impact in improving emotional/mental health and reducing safeguarding concerns.	1 2 3

**Total budgeted cost: £ 130,020.00**

## 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:

Non PP / PP data History JFCS		2022		
		Non PP	PP	
Total Number of Students		122	28	Gap
Average Total P8		0.46	-0.09	-0.55
P8	English	0.29	-0.01	-0.30
	Maths	0.44	0.18	-0.26
	Ebacc	0.78	0.01	-0.77
	Open	0.25	-0.47	-0.72
Students achieving 5 standard passes (inc EM)		99	16	
Students achieving 5 strong passes (inc EM)		79	6	
Students entered for EBacc		50	7	

- There was a gap in progress between PP students and their non PP peers
- The gap was smallest in maths and greatest in the Ebacc basket

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

**Further information (optional)**