

## 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	846
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-23 2023-24 2024-25
Date this statement was published	15.12.2023
Date on which it will be reviewed	July 2024
Statement authorised by	Helen Frost-Briggs
Pupil premium lead	Jessica Teal-Hardy
Governor / Trustee lead	David Sands

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£138,173
Recovery premium funding allocation this academic year	£38,778
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	£176,951

# Part A: Pupil premium strategy plan

## Statement of intent

At John Flamsteed Community School, we are committed to achieving academic and social success for all 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 continue to close the gap between disadvantaged and non-disadvantaged 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 possible outcomes for our all of our learns, including those who are disadvantaged, and to overcome the barriers that disadvantaged students within our community face, we will focus on four key intentions:

- 1. Maintaining disadvantaged as our priority agenda** – we will ensure all staff know who their disadvantaged pupils are, what barriers they face, how to overcome these and maintain a sharp focus on positive discrimination and progress monitoring.
- 2. Exploring wider strategies including attendance, behaviour, wellbeing & communication with parents** – we will ensure there is support for the whole child and obstacles to progress are removed.
- 3. Thorough data analysis, robust tracking & targeted academic support** – we will ensure that data is robustly analysed and acted on to accelerate the progress of the disadvantaged students.
- 4. High quality teaching and learning** – we will ensure the quality of teaching, learning and feedback is high so that disadvantaged pupils have the best chance of success.

Details of how we will meet these intentions are given later in this statement.

## Challenges

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

Challenge number	Detail of challenge
1	<p>The disadvantaged gap is starting to close at JFCS, but disadvantaged students do not yet consistently perform in line with their non-disadvantaged peers.</p> <p>The P8 gap has almost halved at JFCS from 0.99 during academic year 21/22 to 0.54 for the academic year 22/23, which is better than national average.</p> <p>The percentage of PP students entered for EBacc in academic year 22/23 (54.2%) is almost in line with the percentage of non PP students entered for EBacc (56.2%)</p>
2	<p>Although above national average, Pupil Premium students' attendance is not yet consistently in line with attendance of their non-PP peers at JFCS.</p> <p>Attendance of disadvantaged students has increased from 86.8% to 89.7% over the last academic year when this strategy was introduced. Attendance of disadvantaged students still remains slightly behind whole school attendance.</p>
3	<p>Behaviour and attitudes to learning – at JFCS, disadvantaged students are more impacted by loss of learning time due to suspension than their non PP peers.</p>
4	<p>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 0% of our disadvantaged cohort were NEET last year. However, we do not become complacent and are now focusing on ensuring that a higher proportion of PP students enrol onto level 3 courses and apprenticeships.</p>
5	<p>We are cognisant that literacy skills may pose a challenge for some of our disadvantaged students. 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.</p> <p>On entry in this year's year 7 cohort, approximately 40% of disadvantaged students tested below their chronological reading age compared to 20% of non disadvantaged students.</p>

## 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 academic progress for disadvantaged students throughout their 5 years at JFCS.	<p>Progress 8 score for disadvantaged students is in line with that of non-disadvantaged students.</p> <p>EBacc entry figures for the disadvantaged cohort are in line with non disadvantaged peers</p>
Improvement in attendance and reduction in persistent absence	<p>Attendance rates for disadvantaged students will not only be in line with or above national figures, but will be in line with that of their non-disadvantaged peers.</p> <p>Persistent absence rates for PP students will not only be in line with or above national figures and in line with that of their non-disadvantaged peers.</p>
'The JF Way' promotes positive behaviour of all learners including those who are disadvantaged and reduces suspensions for all students including disadvantaged students.	PP students behaviour/suspension figures are in line with non-PP students. Reduction in gap between PP/non-PP suspension rates.
PP students have equally high aspirations as non-PP students	<p>To continue to achieve 0% NEET for disadvantaged students.</p> <p>Reduce the number of PP students who continue into further education to complete Level 3 courses.</p>
Literacy skills are improved for PP students so they are better equipped to fulfil their potentially	Literacy skills of disadvantaged students and non disadvantaged students are raised towards chronological reading age, supporting their ability to successfully access the wider range of subjects in the curriculum.

## 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: £ 70,374.72

Activity	Evidence that supports this approach	Challenge number(s) addressed							
<ul style="list-style-type: none"> <li>Develop the school teaching and learning model through the launch of CPR T&amp;L Principles</li> </ul>	<p><b>The EEF's 'Effective Professional Development' guidance report</b> discusses the importance of focusing only on the most important concepts, sharing effective practical strategies and taking into consideration the context and needs of the school.</p>	1 3 5							
<ul style="list-style-type: none"> <li>Bespoke T&amp;L CPD with a focus on addressing areas of need in our school, based on QA evidence. Personalised CPD menu introduced to further support staff development in the classroom</li> </ul>			<ul style="list-style-type: none"> <li>Purchase of the National College CPD package to support all staff to access training that is tailored to their needs</li> </ul>	<p><b>The EEF Guide to the Pupil Premium, June 2019</b> suggests that improving teaching should be top priority of a tiered approach to ensure highly effective teaching for all students. Every teacher is supported to continually improve their practice.</p> <p>What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements (<b>Closing the Gap, EEF</b>)</p> <p><b>EEF toolkit (2019)</b> states that 'providing feedback is</p>		<ul style="list-style-type: none"> <li>Access to a wide range of NPQs for staff</li> </ul>	<ul style="list-style-type: none"> <li>CPD specific for Teaching Assistants to develop their specialised skill sets, including Lego Therapy CPD</li> </ul>	<ul style="list-style-type: none"> <li>Appointment of dedicated Professional Tutor to support the development of ECTs through a bespoke mentoring and coaching programme</li> </ul>	<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>
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classes where data highlights this is the most useful approach for a member of staff	<p>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.’ This is why we have focused on feedback as part of our CPD strategy.</p> <p><b>EEF ‘Improving literacy in secondary schools’ guidance report</b> discusses the importance of prioritising the teaching of disciplinary literacy across the curriculum and targeted vocabulary instruction in every subject.</p>
<ul style="list-style-type: none"> <li>SLT to hold meetings with Y11 teachers to raise the profile of PP students and the strategies they are using to support them in the classroom SLT as a form of ongoing CPD</li> </ul>	
<ul style="list-style-type: none"> <li>Profile of reading raised throughout school through the new Reading Strategy</li> </ul>	
<ul style="list-style-type: none"> <li>Introduction of the ‘Additional Support Budget’ to allow HoDs to bid for T&amp;L resources to support disadvantaged students in their subject areas</li> </ul>	

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

Budgeted cost: £ 61,048.16

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><b>The EEF Guide to the Pupil Premium, June 2019</b> 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>Targeted reading intervention through Lexia and opportunities to read aloud with Phonics trained specialists</li> </ul>		
<ul style="list-style-type: none"> <li>Increased frequency of reading age testing coupled with flexible intervention cycles to monitor progress of reading ages</li> </ul>		
<ul style="list-style-type: none"> <li>Small group maths tuition</li> </ul>		
<ul style="list-style-type: none"> <li>Targeted use of TAs to ensure support is given to those students</li> </ul>	<p><b>EEF Guidance report on ‘Making</b></p>	

<p>who need it most, including disadvantaged students</p>	<p><b>the Best Use of Teaching Assistants'</b> recommendations</p>
<ul style="list-style-type: none"> <li>• Homework club after school to support students who struggle to complete homework at home</li> </ul>	<p>1-4 discuss the importance of intelligently targeting TAs to support students effectively</p> <p><b>EEF 'Improving literacy in secondary schools' guidance report</b> discusses the importance of intervention being targeted at knowledge gaps identified through assessment.</p> <p><b>EEF 'Improving Mathematics in Key Stages 2 and 3' guidance report</b> outlines effective strategies for intervention in maths</p> <p><b>EEF Toolkit:</b> Small group tuition has +4 months impact on student progress</p>
<ul style="list-style-type: none"> <li>• PP student choices carefully scrutinised and supported during option process to ensure uptake of challenging and aspirational courses</li> </ul>	<p><b>The EEF guidance report on Special Educational Needs in Mainstream Schools</b> discusses the importance of complementing high quality teaching with carefully selected small group and 1:1 interventions</p>
<ul style="list-style-type: none"> <li>• Disadvantaged students are prioritised for careers meetings to</li> </ul>	

widen horizons and to raise aspirations. To ensure 100% of PP students do not become NEET		
<ul style="list-style-type: none"> <li>Purchase revision guides for PP pupils to support access to intervention sessions and personal study</li> </ul>		
<ul style="list-style-type: none"> <li>Increase the rigour of Option Support through thorough resourcing and use of specialised teaching staff to maximise progress of students who are at risk of falling behind their peers academically</li> </ul>		
<ul style="list-style-type: none"> <li>Development of our new SEND Hub, 'The Hive', to support disadvantaged students who also have SEND through tailored small group and 1:1 interventions</li> </ul>		

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

Budgeted cost: £ 45,528.12

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>Closing The Gap (CTG) meetings introduced after data collection to ensure disadvantaged students benefit from enhanced focus and tracking from a central team of SLT, HoDs and HoYs.</li> </ul>	<p><b>The EEF Guide to the Pupil Premium, June 2019</b> suggests that improving teaching should be top priority of a tiered approach to ensure highly effective teaching for all students. These meetings give us an opportunity to gather key stakeholders in the education of disadvantaged learners to ensure we are offering the highest quality of education possible.</p>	1 2 3 4 5
<p><b>Attendance</b></p> <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> </ul>	<p><b>Working together to improve school attendance (DfE, May 2022)</b> outlines the importance of a clear attendance policy</p> <p>The <b>EEF Guidance Report 'Working with parents to support children's learning'</b> outlines the importance of communication with families to improve attendance</p>	1 2 4

<ul style="list-style-type: none"> <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><b>Behaviour</b></p> <ul style="list-style-type: none"> <li>• Personalised behaviour interventions for students causing concern led by Head of School/HOY, coupled with the introduction of a new behaviour system</li> <li>• Introduction of a rewards policy that rewards positive behaviour and is linked to prizes</li> </ul>	<p><b>Improving Behaviour in Schools, EEF (2019)</b> focus on proactive responses and reactive for those where greater need is present (recommendation 5). The importance of classroom management strategies in improving behaviour (recommendation 3) and consistency (recommendation 6) were important in shaping our new behaviour policy.</p>	<p>1 3</p>
<ul style="list-style-type: none"> <li>• Employment of an additional student support assistant to work with targeted groups of students, including disadvantaged students</li> </ul>	<p><b>Improving Behaviour in Schools, EEF (2019) recommendation 5</b> discusses how for more challenging behaviours, approach should be tailored to individual needs</p>	<p>1 2 3</p>
<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>	<p>The <b>EEF Guidance Report ‘Working with parents to support children’s learning’</b> outlines the importance of communication with families to improve attendance</p>	<p>2 3</p>
<p><b>Wellbeing</b></p> <ul style="list-style-type: none"> <li>• Targeted use of in-school Early Help to address</li> </ul>	<p><b>EEF Toolkit strand ‘Parental Engagement’</b> outlines how parental engagement can have a positive impact on academic progress</p>	<p>1 2 3</p>

<p>vulnerable students' needs in and out of school</p> <ul style="list-style-type: none"> <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> <li>• Supplementation of funds for school trips and extracurricular activities to increase engagement</li> </ul>	<p><b>The EEF toolkit strand on 'Arts Participation'</b> exemplifies how extracurricular activities can have a positive effect on a students' academic outcomes in other areas of the curriculum</p>	
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**Total budgeted cost: £ 176,951.00**

## 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:

	21/22		22/23	
	Non PP	PP	Non PP	PP
Total Number of Students	122	21	147	24
Average total A8	57.52	37.93	53.08	39.88
Average Total P8	0.45	-0.44	0.26	-0.28
Students achieving 5 standard passes (inc EM)	99 (81.1%)	10 (47.6%)	107 (72.8%)	11 (45.8%)
Students achieving 5 strong passes (inc EM)	79 (64.8%)	3 (14.3%)	81 (55.5)	5 (20.8%)
Students entered for EBacc	50 (41.0%)	5 (23.8%)	82 (55.8%)	13 (54.2%)

Analysis of the results from the last two academic years show that the P8 gap between disadvantaged and non-disadvantaged students has narrowed significantly from 0.99 to 0.54. Last academic year progress of disadvantaged students was also much closer to 0 than the year before whilst attainment also improved. We have also seen an increase in the percentage of disadvantaged students who are achieving 5 strong passes including English and maths and the percentage of disadvantaged students who are entered for the EBacc.

Attendance of disadvantaged pupils has also improved over the last two years from 86.8 to 89.7.

This gives us confidence that our Pupil Premium Strategy and Action Plan is effective and starting to make a difference to outcomes for students and to levelling the playing field for our disadvantaged students. We recognise that we must continue to embed

and evolve our Pupil Premium Statement in order to bring the performance of disadvantaged students in line with non disadvantaged students.

## 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)**

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