

Pupil Premium (2019-20)



Background

The Pupil Premium was introduced nationally in April 2011 in order to help schools to address the inequality in attainment between children eligible for free school meals (FSM) and their peers. The Pupil Premium is allocated to children from families who are either currently eligible for FSM or who have been eligible for FSM in the past six years (Ever 6). Additionally, it is allocated to Looked-After Children (LAC), and children adopted from care. Nationally, these groups of children have been identified as achieving less well compared to other student groups. A Service Pupil Premium (SPP) is also allocated to provide mainly pastoral support the children of Service Personnel.

The Government permits schools to decide how to use the funding but we are required to be clear as to how the funding is spent and what impact it is having on students eligible for the Pupil Premium.

Date of next review of Pupil Premium strategy: October 2020

Pupil Premium allocation for 2019-20

The pupil premium allocation for 2019-20 is £147,525 (£935 per Free School Meal/Ever6 student, £2300 LAC/adopted from care, £300 Service student). Of the current total school population in Years 7 to 11 (807 students) our Pupil Premium cohort is currently 141 students (17%).

Barriers faced by eligible pupils

Barriers vary according to individual circumstances but for some students the school has identified specific learning needs including literacy and numeracy, those associated with attendance as well as access to resources which support learning.

2019-20 Strategies, funding, and how the impact will be measured

Strategy	Reason	Measure	Allocation
<p>The school will continue to focus upon developing and sustaining high quality teaching through regular staff INSET and coaching based upon the TEEP model; key foci include quality-first teaching, regular assessment and feedback, well-planned, challenging and engaging lessons.</p> <p>All staff are asked to positively discriminate in favour of disadvantaged students through carefully arranged seating plans to advantage PP students. Additionally, marking of PP student work is to be prioritised, including one to one feedback as well as prioritised homework support, and intervention.</p> <p>To promote high-quality lessons and to ensure the application of the strategy above there will be regular, daily monitoring of lessons across the school by senior leaders. Lessons will be monitored for early engagement, level of challenge and appropriate support, effective verbal feedback, and formal assessment.</p> <p>The achievement progress of PP students will be monitored and supported by school leadership and the dedicated Support Coordinator (see below).</p> <p>A student-level Strategy Guide which highlight each PP student’s academic strengths, weakness, and strategies to support them are available to teachers.</p>	<p>To promote excellent progress for all groups of students and specifically key groups such as Pupil Premium students.</p>	<p>Pupil Premium students to make progress at least matching that of non-Pupil Premium students (KS3; expected or accelerated progress: KS4; Progress 8)</p>	<p>£57,040</p>
<p>A dedicated Support Coordinator works with targeted students, primarily at KS4. Key foci include homework, completion of coursework and attendance at booster intervention classes.</p>	<p>Supporting groups of students where progress has previously been lower has contributed to improved progress, attainment, attendance and engagement in learning.</p>	<p>Pupil Premium students to make progress at least matching that of non-Pupil Premium students (KS3; expected or accelerated progress: KS4; Progress 8)</p>	<p>£14,620</p>
<p>Support from an Inclusion Coordinator in a central base to provide wrap around care aimed at</p>	<p>Alongside other groups of students, a number of PP</p>	<p>PP student attendance in lessons, overall attendance, completion of work.</p>	<p>£5,200</p>

students with low attendance and other key issues; PP students are prioritised.	students have not engaged fully with learning.		
Enhanced PP attendance monitoring by a member of support staff working with the Support Coordinator; early follow-up contact to parents/carers.	PP attendance continues to lower than the school average	Attendance of each PP student is in line with the school target.	£3,270
Senior Leadership mentoring of key PP students	Support with learning, organisation, homework, and revision.	Pupil Premium students to make progress at least matching that of non-Pupil Premium students (KS3; expected or accelerated progress: KS4; Progress 8)	£3,735
Weekly 'booster' (intervention) classes at afternoon registration for Year 11 PP students in a range of subjects from September 2019.	To address areas of under-performance identified in Year 10.	Pupil Premium students to make progress at least matching that of non-Pupil Premium students (KS3; expected or accelerated progress: KS4; Progress 8)	£34,230
To ensure that the rigorous whole-school assessment and feedback policy is consistently applied, there is regular scrutiny by senior staff of student books for quality of task, quality of completion, and quality of teacher feedback. The assessment policy requires formal marking and feedback of student work after every 6-8 hours of teaching. Pupil Premium students' work is prioritised for enhanced feedback, and these students are supported and monitored during 'Review and Improve' sessions.	The school believes that high quality assessment is a strong motivator for students and it guides them in improving their understanding and ability.	Pupil Premium students to make progress at least matching that of non-Pupil Premium students (KS3; expected or accelerated progress: KS4; Progress 8)	£2,890
Provide literacy support in English.	Some Pupil Premium students have a low reading age and this impacts upon progress in English and other subjects.		£2,000
Maximise the progress of KS3 Pupil Premium students in Maths through the provision of a support class in Year 8 and one-to-one and small-group support.	Each year a number of students is identified where progress in the previous year has been lower than expected.	Pupil Premium students to make at least expected progress in Maths.	£3,000

<p>Maths after-school workshop available to all Year 11 students; staffed by two Maths teachers. Students elect to come and are also directed to attend by their Maths teachers following discussion with parents/carers</p>	<p>To enable all students to access support with specific areas, including current homework.</p>	<p>Pupil Premium students to make expected progress as measured by Progress 8.</p>	<p>£1,270</p>
<p>Support the progress of Pupil Premium students in Years 7 to 11 through the provision of a staffed after-school homework club to which Pupil Premium students are formally invited as requested by subject teachers or mentors.</p>	<p>Some students find it difficult to undertake homework at home for a variety of reasons and consequently they do not complete it regularly or to the best of their ability.</p>	<p>Pupil Premium student to make progress at least matching that of non-Pupil Premium students (KS3; expected or accelerated progress: KS4; Progress 8)</p>	<p>£4,550</p>
<p>Employ an independent Careers Advisor with a significant focus on the provision of early support for, and engagement with, KS4 Pupil Premium students through high quality information, advice and guidance (IAG), and through the provision of a modified curriculum for some students which includes extended work experience.</p>	<p>A number of students each year are unsure as to the most appropriate post-16 destination which will support their career aspirations. A small number will benefit from experiencing the world of work before the end of Year 11.</p>	<p>All students progress to an appropriate post-16 destination. No JMHS students are NEET (Not in Education, Employment or Training).</p>	<p>£3,720</p>
<p>Ensure that Pupil Premium student have greater access extra-curricular activities through financial assistance, including support with uniform, equipment, travel and some other school activities.</p>	<p>Some students do not participate in extra-curricular activities due to the cost.</p>	<p>All PP students participate in planned whole-cohort activities and school visits which form part of the whole-school programme. Students are supported if they wish to participate in optional activities including one overseas visit per school year. Funding is prioritised for students in receipt of Free School Meals (FSM).</p>	<p>£12,000</p>
			<p>£147,525</p>

Impact of Pupil Premium strategies 2018-19

The allocation of £164,135 was spent on the following;

Strategies	Impact
<p>A number of strategies were employed in order to raise the achievement of all groups of students, with a focus on Pupil Premium students;</p> <p>Regular whole school and faculty-level CPD with a clear focus upon developing quality-first teaching and assessment, well-planned, challenging and engaging lessons. The school continued to promote excellent teaching and learning based on the TEEP model.</p> <p>Year Group Progress Managers provided support for Pupil Premium students alongside intensive academic mentoring from specialists e.g. SEN or EAL, and House Leaders.</p> <p>To ensure that the rigorous whole-school assessment and feedback policy is consistently applied, there was regular scrutiny by senior staff of student books for quality of task, quality of completion, and quality of teacher feedback. Pupil Premium students' work was prioritised for enhanced feedback, and these students were a focus during 'Review and Improve' sessions.</p> <p>The school provided weekly booster lessons for all Pupil Premium students in a range of subjects.</p>	<p>KS4 (Year 11); At the time of writing there is no validated Progress 8 (P8) data available yet for 2019 results. Estimates indicate the following;</p> <p>Cohort -0.09 PP -0.19</p> <p>Our own estimates for English and Maths are as follows;</p> <p>English Lang; NPP = -0.3 PP = -0.6 Maths; NPP =0.2 PP 0.2</p> <p>In other subjects (PP), students in Business, Biology and Chemistry attained a positive Progress 8 figure. Other subjects were below target.</p> <p>Based on this analysis, although the progress PP students has improved markedly compared to 2018, overall in Year 11 PP students made less than expected progress especially when compared to other students.</p> <p>Booster lessons were well-attended and they helped students to gain confidence but they did not have sufficient positive impact on final grades. In 2019-20, booster group size will be reduced in order to better support the students within each group, primarily PP students.</p> <p>Improvement in Business in Year 11 was a focus during the year and this resulted in better grades in 2019.</p> <p>Although improvement is evident, support for PP student is a key school priority.</p> <p>KS4 (Year 10); For Pupil Premium students in 2018-19, early projections for value-added against FFT20 estimates are as follows;</p> <p>English; -0.9 (grade) Maths; -0.2 (grade)</p>

There was a Maths after-school workshop for all Year 11 students	Attendance by PP student was better than in previous years but this still needs to increase.
The school provided KS3 Literacy support in English.	Progress made by PP students in both Year Groups is in line with the main student body.
In order to maximise progress, KS3 Pupil Premium students were provided with a Maths support class in Year 8 and one-to-one and small-group support.	At the end of Year 9, progress was marginally lower than for other students.
Ensure that Pupil Premium student have greater access extra-curricular activities through financial assistance, including support with uniform, equipment, travel and some other school activities.	All PP students were supported in attending planned extra-curricular activities. All PP students were supported with the cost of mandatory activities. Students were supported with the cost of optional activities including foreign visits, and uniform and equipment. Impact cannot be directly measured but, again, it was evident that very few students did not engage with planned school visits.
Employ an independent Careers Advisor with a significant focus on the provision of early support for, and engagement with, KS4 Pupil Premium students through high quality information, advice and guidance (IAG), and through the provision of a modified curriculum for some students which includes extended work experience.	At the time of writing, post-16 destination data is not yet finalised. All PP students in Year 11 were interviewed before Christmas in Year 11 in order to help them to identify post-16 possibilities and to develop robust action plans, with most interviewed at least once more during the spring term. 10 (out of 30) Year 10 PP students undertook work experience. PP students were involved in a variety of Post-16 activities including a college visit, employer networking sessions, Armed Services talks, Apprenticeship talks, as well as other skills-related and STEM activities.
Support the progress of Pupil Premium students in Years 7 to 11 through the provision of a staffed after-school homework club to which Pupil Premium students are formally invited as requested by subject teachers or mentors.	The impact upon student progress cannot be directly measured but revised arrangements made support more accessible. A number of key students attended regularly, or were referred to after-school support with subject teachers.

Management and accountability - The Leadership Team and Governor with responsibility for Pupil Premium will monitor and review the effectiveness of the Pupil Premium strategies termly.