

# Pupil Premium strategy statement

This statement details our Academy's use of pupil premium (and recovery premium for the 2021 to 2022 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	Jewellery Quarter Academy
Number of pupils in school	612
Proportion (%) of pupil premium eligible pupils	59%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 2022/2023 2023/2024
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022 December 2023 December 2024
Statement authorised by	Mr Jamie Barton Head of School
Pupil premium lead	Ms Elizabeth Cross
Governor / Trustee lead	Ms Carys Ward

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 362,900
Recovery premium funding allocation this academic year	£ 55,000*
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ NA
<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	£417, 900

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is linked to our Academy mission: that all students, irrespective of their starting point or the challenges they face, make good progress and achieve high levels of attainment across the curriculum, developing a depth of character around our shared CORE values, that enables them to go on to ambitious next steps..

We aim that students leave JQA having experienced a 'powerhouse' of a curriculum that not only ensures they have attained at least the basic standard in English( Literacy and oracy) and maths (numeracy), but that also ensures they have the relevant knowledge and experience that enables them to be contribute and engage with society in a meaningful way. It is our intention that through this strategy we close the gaps that students have upon entry that is below that of their peers nationally, but also gaps that were created or widened as a result of the Covid-19 global pandemic.

Great teaching is front and centre of our Pupil Premium strategy as this is proven to have the highest impact on closing the disadvantaged attainment gap. It is our aim to ensure all staff are equipped with the knowledge, skills, and support to ensure nothing distracts them from great teaching. Through this strategy we have sought to remove any activity that may distract staff from planning and delivering high quality lessons and provide all teachers with access to evidence informed professional development, coaching and performance and subject development.

While this strategy is for all disadvantaged pupils, it has also been integrated into wider Trust and Academy plans for educational recovery for pupils where education has been worst affected and therefore may include non-disadvantaged students.

We have rooted our approach in robust diagnostic assessments and ensured it is responsive to both common challenges and individual needs.

## Challenges

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

Challenge number	Detail of challenge
1	The attainment of pupils including those who are disadvantaged is generally lower than that of their peers nationally in English, maths, and science, in both curricular knowledge and procedural skills. Assessment upon entry in Year 7 indicated that 64% of students entered the Academy with a mean SAS score that is below 100, and therefore below secondary ready.
2	Disadvantaged students enter the academy with standard age reading score significantly below that of their peers nationally (on average the SAS score is 90, while the national average is 100.) Furthermore, the mean standard age score for males is significantly lower than that of females. These gaps continue and impact their progress in all subjects.
3	Disadvantaged pupils' who had 'high-prior attainment in Key Stage 2' have attainment

	outcomes at Key Stage 4 that are lower than their peers nationally across the curriculum.
4	Disadvantaged boys' attainment is significantly lower than their peers nationally across the curriculum at both Key Stage 3 and Key Stage 4.
5	Persistent absenteeism is higher than the national average for all pupils, with a wider gap for disadvantaged students. Pupils' persistent absenteeism has a negative impact on students' progress and overall attainment.
6	Lack of access to technology and educational resources before, during and after the pandemic impacts students access to resources, cultural capital and therefore overall ambition and attainment.
7	Our observations and pupil attitude to school and self surveys (PASS) indicate that both academic confidence / resilience and stamina for learning of disadvantaged pupils is lower than that of their peers nationally, due to a combination of the partial school closures and lack of metacognitive / self-regulation strategies when faced with challenges.
8	Narrow experience of life outside of school leading to lack of tools on how to pursue ambitious choices and next steps.
9	Exclusions of disadvantaged boys in particular is higher than those who are not disadvantaged.
10	Low parental engagement of our parents of 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
<p>Students in KS3 gaps in both curricular and procedural knowledge and skills closes so that they are at least in line with their peers nationally in English, maths, and science.</p> <p>KS4 outcomes are improved to be at least in line with peers nationally across the curriculum.</p>	<ul style="list-style-type: none"> <li>The percentage of pupils whose standard age score is between 89-111 or above in English, Maths and science increases year on year as they progress through the key stages.</li> <li>The percentage of students that are eligible for pupil premium that are in line with their peers nationally in terms of their curriculum content and process category for English, Maths, and Science increases year on year.</li> <li>Outcomes across the curriculum improve inline with their peers nationally by 2024.</li> </ul>
<p>Improve the literacy of disadvantaged pupils to ensure it does not impact on their ability to access the curriculum by:</p> <ul style="list-style-type: none"> <li>Embedding a whole school reading / oracy strategy, including access to literature</li> <li>Implementation of Reading Plus and phonics approaches for our weakest readers, in particular</li> <li>High Quality professional development in both reading and literacy strategies.</li> </ul>	<ul style="list-style-type: none"> <li>No student eligible for pupil premium is in the bottom 5% of readers nationally by the end of KS3.</li> <li>The mean average of students' SAS improves year on year to at least in line with their peers nationally.</li> <li>All identified students have made a minimum of two years gains from their starting identified starting point.</li> <li>The gender gap between males and females has diminished year on year.</li> </ul>

	<ul style="list-style-type: none"> <li>Students have access to a wide-ranging literary canon across the curriculum and in the community and data shows they are accessing this to read more widely.</li> </ul>
Improve the quality of teaching and learning with “quality first teaching” in all classrooms which is grounded in best practise.	<ul style="list-style-type: none"> <li>QLA data gathered by internal and external trust moderation identifies that all students experience lessons that enable at least good progress to be made.</li> <li>Disadvantaged students’ outcomes at the end of KS4 P8 score are in line with (or better than) their peers nationally by 2024.</li> <li>Disadvantaged students from specific groups are performing at least in line with their peers nationally in the same groups.</li> </ul>
The attainment of disadvantaged students with high prior attainment increases to at least in line with their peers nationally and is sustained.	<ul style="list-style-type: none"> <li>All disadvantaged students who are classed as having high prior attainment make progress in line with their peers nationally and have a + progress score by 2024.</li> </ul>
The attainment of PP boys increases to at least in line with their peers nationally across the curriculum and is sustained.	<ul style="list-style-type: none"> <li>All disadvantaged boys make progress in line with their peers nationally (-0.27) by 2024.</li> </ul>
Persistent Absenteeism reduces to at least in line with national average and the gap between students who are disadvantaged, and non disadvantaged diminishes.	<ul style="list-style-type: none"> <li>The gap between disadvantaged and non disadvantaged students’ persistent classed as persistently absent (&lt;90% attendance) diminishes to levels pre-pandemic and is sustained.</li> </ul>
Students have the tools and knowledge to access aspirational destinations via a combination of high quality CEIAG, enrichment and extracurricular activities.	<ul style="list-style-type: none"> <li>100 % of students in Year 10 have accessed work experience.</li> <li>100% of students in Year 11 have at least one experience with a post-16 provider. Students who are PP and SEND have at least two by the time they leave the Academy.</li> <li>Participation tracking indicates that the encounter’s disadvantaged pupils have employers, further / higher educational establishments and apprenticeship providers increases year on year.</li> </ul>
Students can access the technology and resources that ensure they have a well-rounded and culturally rich education.	<ul style="list-style-type: none"> <li>A homework club is provided to ensure all students have access to technology to complete homework.</li> <li>Participation and extracurricular tracking indicate that disadvantages pupils are accessing clubs and resources to support their learning at least equally if not more than their none disadvantaged peers.</li> </ul>
Improve students learning behaviours and attitude to learning leading to a reduction in the percentage of disadvantaged students’ breaks in the code of	<ul style="list-style-type: none"> <li>There is a sustained reduction in the number of breaks of the code of conduct and exclusions of disadvantaged students.</li> </ul>

conduct an exclusion.

- There is a sustained reduction in the number of disadvantaged boys who are excluded so that it is at least in line their peers nationally.
- There is a sustained improvement in students' attitude to learning and learning behaviours year on year.
- Teachers' character reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning and as a result completion rate of homework and pupils attitude to self and school improve.

## 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: £ [153,000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training will be provided for staff to ensure assessments are interpreted correctly.</p>	<p>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:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	1,2,3, 4 &7
<p>Specialised graduate coaches in Maths, English and Science and reading to work with students in both KS3 and KS4 to close gaps identified in standardised tests and in class assessments.</p>	<p>EEF toolkit suggests small group intervention has +4 months benefit.</p>	1, 2, 3, 4 &10
<p>Improving literacy across all subject areas in line with the EEF Improving Literacy in schools guidance.</p> <p>Professional Development provided for all staff from the National Literacy Trust on Reading for Learning and Disciplinary Learning.</p> <p>Professional Development for all Staff on Toe to Toe to increase awareness of phonic literacy.</p> <p>Ruth Miskin resources and professional Development for targeted staff.</p> <p>Reading plus.</p> <p>Installation of a school library and reading books.</p>	<p>'Improving literacy in secondary schools' EEF toolkit - Reading comprehension- +6 months</p> <p>EEF toolkit- Oral language interventions- +6 months</p> <p>EEF toolkit- Phonics - +4</p>	1, 2, 3, 4, 10 &11
<p>High quality professional development and enhancement of our curriculum design via</p>	<p>Professional Development is based on the methodologies that are highlighted as most effective at improving student outcomes.</p>	1, 2, 3,

support from Trusts who are recognised as outstanding.	Educational literature e.g Lemov (2010) and Sherrington , (2019) suggests selective methodologies are most effective at improving students outcomes. This is further supported in the EEF Tool kit (2021) which claims that specific strategies such as interleaving and questioning can add up to +7 months of progress.	
High Quality curriculum resources to support staff development and student outcomes.	EEF-Digital Technology - +4 months	1, 2, 3, 4, 7, 8

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

Budgeted cost: £ [122,900]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring programme (coach bright and Brilliant club (HPA focus) to provide a blend of tuition, 1-1 and 1-3, mentoring and school led tuition for the students most impacted by the pandemic and with widest gaps as identified using standardised tests. * Each year groups will have at least 30 places on Coach Bright Academic Tutoring programme to work on closing identified gaps.	EEF research indicates that one to one tuition can make up to 5 months additional progress. DFE- School led tutoring guidance- 4+months EEF phonics- +4 months	1, 3, 4
Year 11 students will be invited to Pet-Xi GCSE topic focus sessions. *	What works and EEF research indicate that small group focus work can improve students by +4 months.	1, 2,3, 4, 7
School led Tutoring provided by Pet-Xi.	What works and EEF research indicate that small group focus work can improve students by +4 months.	1, 3, 4, 7 & 8
Work Experience, working in partnership with an external provider.	The good career guide states that an effective careers programme leads to better attainment (section 5.4).	7, 9 & 10
Provision enrichment and extra-curricular activities to support development of	EEF Research suggests that Arts participation particularly in increasing engagement to improving teaching and	6, 9, 7, 10

student's curriculum enrichment and cultural capital.	learning for pupils and increases an additional three months of progress.  EEF toolkit- Outdoor adventure learning- +4 months  EEF- Arts participation - + 2months	
Provision of Oral language intervention to develop students debating and oracy skills through the use of Debate Mate and Votes for Schools.	EEF toolkit – Oral language intervention- +6 months	8, 9
Access to a careers advisor to provide additional support to PP students and PP of which are SEND.	CEC report (2020) highlights importance of careers guidance. Gatsby & the careers and enterprise company research shows the impact of careers leaders as improving outcomes and research by Hattie(2016) demonstrated that Careers interventions have an effect size of +0.38 and are likely to have a positive impact on student achievement.	7, 9

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

Budgeted cost: £ [142,000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specific Academic Mentoring for the most vulnerable disadvantaged students with Recreate Now and MW Fitness	EEF research indicates that SEL interventions not only seek to improve pupils' decision-making skills, but also raise the attainment of students leading to on average four months additional progress.	4, 5, 7, 8, 10, 11
To ensure that the needs of all students, but particularly the needs of disadvantaged students are targeted from a SEL viewpoint by targeted interventions on a day-to-day basis by Year Group Coordinators.	EEF- Social and emotional learning - +4 months  DFE's improving school attendance	5, 6, 7, 8, 10, 11
Targeted support from Sports coaches at social time.	EEF-Managing Behaviour 2019	10, 7,



Educational Welfare Officer support to reduce the PA figure,	DFE's improving school attendance has been informed by engagement with schools that have significant PA levels.	5, 10
Internal and external strategies to support positive well-being and attitudes about self and school.	EEF Improving behaviour in schools.  Research from prominent universities such as Stamford (2018) states that positivity makes student more successful.	1, 7, 8
Contingency funding for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified	All

**Total budgeted cost: £ [417,900]**

# 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 2020 to 2021 academic year.

*Below outlines the evaluation of Pupil Premium strategy for 2020-21. The evaluation report was compiled using internal and external data triangulated with stakeholder voice.*

### Collaboration:

The first area of focus for our disadvantaged students was attendance. The coronavirus pandemic in March 2020 had led to us needing strong procedures with access to technology to support students with live lessons, more of which is outlined in our Covid-Catch Up Plan, but from September 2020, we aimed to improve attendance for disadvantaged students. The impact of our actions was that the gap narrowed between non-PP students and disadvantaged students and attendance improved year on year for disadvantaged students by 3% within the context of a pandemic and a further lockdown. Attendance remains a focus of our current plan, particularly reducing persistent absence for disadvantaged students.

### Opportunity:

Experiences in the form of trips and visits to build cultural capital were significantly curtailed in 2020/21 due to Covid-19 restrictions. A coaching and mentoring programme with Coach Bright had impact and there has been a reduction of disadvantaged students who are NEET. The following information show that: NEET data in 2019 was 4.5% whilst NEET data in 2021 was 0.9%. The number of disadvantaged NEET students for 2021 was 1.5% as we have 65 students who are PP. This has reduced as disadvantaged NEET figures in 2020 was 3.4% as we had 58 students who were disadvantaged. Aspirational destinations remain a focus of our current plan.

### Respect

We used Pupil Premium funding to support students with well-being and targeted interventions such as Recre8 Now, which will continue into this year's plan as it had impact in 2020/21. There were 186 fixed term exclusions in 2019/20, which was curtailed by the last day being 17th March 2020. 73% of these were students eligible for pupil premium. Exclusions significantly with 60 exclusions in 2020/21 (none permanent) and 66% of students excluded being disadvantaged students. Academic confidence and resilience, supported by effective Year Group Co-ordinators is a key part of this year's plan to support students with challenges they face.

### Excellence:

Revision materials and resources for Year 11 students were purchased and students explicitly taught to use these by companies such as Elevate Education and this contributed to gaps closing in Art and English Language, Maths and History. History and Science also benefitted from PetXI 'Saturday' sessions which were run as well as an extra period of lessons after school for all students (Session 6). Progress scores in History moved from  $-1.74$  in 2019 to  $-0.06$  in 2020 for disadvantaged students, for example. The overall gaps in the final Year 11 internal data were minimal in 2021 between disadvantaged students ( $-0.06$ ) and non-disadvantaged students ( $-0.07$ ), whereas the gap in 2019 was significant. These opportunities to access targeted academic support remain a firm part of this year's plan.

Higher prior attaining disadvantaged students remains a part of our plan, particularly now with a focus on reading. In Year 11, 12 students in 2019 were HPA disadvantaged students. 100% of them achieved 9-5 with 17% achieving A\*-A. In 2021 in Year 11, there were 15 students who were classed as HPA disadvantaged in 2021 and just 73% of them achieved a strong pass in English. High prior attaining disadvantaged students are a focus of this year's plan as they need the aspirations and achievements to Post-pandemic there needs to be significant investment in supporting the development of reading in this year's plan to be able to address gaps in knowledge and skills from disrupted learning in KS2 and KS3.

## 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

## Further information (optional)

*Our Pupil Premium strategy will be supplemented by additional activities that are not funded by the pupil premium or recovery plan. This will include:*

- Developing teachers' pedagogy through coaching to ensure the opportunity to practice skills identified as the highest leverage to ensure students' progress. Research into school improvement emphasises that great teaching is the highest leverage to enact school improvement, therefore we dedicate time, resources, and professional development to ensuring our staff are continually developing.*
- We are outward-facing and have connected with other Academies to support our colleagues in the development and professional dialogue to ensure curriculums are as rich and challenging as possible. For example, we are a member of the Titan consortium and work with nationally renowned trusts such as the Dixons, in the north-west of England.*
- We are currently working with nationally renowned leader and author John Tomsett to trial a Professional Development Appraisal system to ensure research led practices keep the development of the teacher and the students at the forefront of all that we do.*
- CPD at the academy is focused on the 'principles of great teaching' as outlined by the Sutton Trust, Rosenshein and Tom Sherrington.*
- We offer a wide range of high-quality extracurricular activities such as the CCF, Duke of Edinburgh to boost wellbeing, behaviour, attendance and aspiration.*
- We have partnered with outstanding MATs and worked with schools such as the Dixons Trinity to ensure our Curriculum design is robust.*

### *Planning, implementation, and evaluation*

*In the planning of this Pupil Premium Plan, we internally evaluated our plan, by evaluating the impact of activities previously deployed, consulted with colleagues, school governors, students' and parents' views and triangulated evidence from standardised tests, school data, class books and subject reviews to identify the challenges faced by our disadvantaged students. In addition to the internal review, we also commissioned an external perspective. In writing the report we engaged with research and studies including those from the EEF, Sutton Trust, DFE, "What works" and common schools. We also engaged with schools whose PP students are making excellent progress.*