

Pupil premium strategy statement – Jewellery Quarter Academy

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	567
Proportion (%) of pupil premium eligible pupils	62.4%
Academic year/years that our current pupil premium strategy plan covers	2025-26
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Jamie Henshaw Headteacher
Pupil premium lead	Stephanie Padmore and Rebecca Zolna
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 412,800
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£ 412,800
<i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	

Part A: Pupil premium strategy plan

Statement of intent

Our Pupil Premium strategy is firmly aligned with the Trust and Academy's mission to deliver high-quality education for every student, regardless of starting point or circumstance. We are committed to ensuring disadvantaged pupils achieve strong academic progress, high attainment, and develop character consistent with our CORE values. This approach provides equitable access to a curriculum that promotes personal excellence, broadens future opportunities, and prepares students to contribute meaningfully to society.

The strategy prioritises closing attainment gaps through a relentless focus on quality-first teaching, underpinned by the JQA Way and informed by Rosenshine's principles. Evidence-based professional development, coaching, and subject-specific support will equip staff with the expertise and resources needed to deliver consistently high standards. Students will also benefit from digital tools that enable interactive and adaptive learning experiences, enhancing engagement—particularly for those who find traditional methods challenging.

Our guiding principle is to direct resources where they have the greatest impact: in the classroom. Research and experience confirm that high-quality teaching, combined with strong relationships, is the most effective lever for pupil development. By anticipating barriers to learning and approaching every interaction with deliberate intent, we can accelerate progress and foster a strong sense of belonging.

Language development remains a central priority. We recognise that literacy is key to unlocking academic success and shaping pupils' self-perception and engagement with the wider world. To this end, we will continue to strengthen teachers' ability to support reading comprehension while placing renewed emphasis on oral language development.

Although the strategy is designed to meet the needs of disadvantaged pupils, it is fully integrated into wider Trust and Academy improvement plans, ensuring systemic impact across the school community. Our commitment is to enable every child to thrive academically, socially, and emotionally. We are therefore investing in initiatives that enhance wellbeing and deepen pupils' sense of connectedness to the school community.

Challenges

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

Challenge number	Detail of challenge
1 Attainment	The GCSE attainment of disadvantaged students at GCSE is lower than non-disadvantaged students, particularly in subjects that rely on high levels of literacy and/or background knowledge. Similarly, the attainment of disadvantaged students in GCSE subjects that require more sophisticated problem-solving skills or contain multi-step tasks is also lower than non-disadvantaged students.
2 High Quality Teaching	Students' needs are not consistently met through High Quality Teaching which impacts negatively on KS4 outcomes as well as progression onto appropriate studies at post 16 routes.
3 Literacy	Assessments and observations with KS3 students indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. As students' progress through the school the role of wider reading, background knowledge and vocabulary become much more important to achieving success across the curriculum.
4 Attendance	Our attendance data over the last 3 years indicates that attendance among disadvantaged students is lower than non-disadvantaged students across years 7-11, including persistent and severe absence.
5 Participation	Some disadvantaged students not fully participating in their learning, such as taking longer to settle to activities, leaving some work incomplete and giving up a little too easily when asked questions or set tasks. The number of sanctions is greater for disadvantaged students when compared to their peers.
6 Belonging and Aspiration	Assessments of students' sense of belonging through in school surveys and follow-up activities, as well as discussions with students and families, have identified a lack of connectedness with school life, particularly amongst our most vulnerable pupils. The clear desire from our students is to build deeper relationships with teachers in more informal settings and for further opportunities outside of lessons to connect with the wider school community to raise aspirations.

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
Attainment of disadvantaged students to be above national average for all groups.	<ul style="list-style-type: none">• No gap in attainment or progress between PP students and their peers

<p>The JQA way ensures High Quality Teaching for all students.</p>	<ul style="list-style-type: none"> Teaching targets gaps and misconceptions so that disadvantaged students are supported to make progress in line with their peers. All staff can identify disadvantaged students and actions in place to support them.
<p>All students, including disadvantaged students, will reach age-related expectations for reading including in comprehension.</p>	<ul style="list-style-type: none"> Disadvantaged students to be at, or above, their chronological reading age. All disadvantaged students to have accessed the library at least once every month, with the vast majority visiting at least once per two weeks. The weakest readers participate in the Ruth Miskin Fresh Start intervention to accelerate their reading ability.
<p>The attendance of disadvantaged students improves during the academic year due to the systems and processes that have become deeply embedded.</p> <p>With attendance seen as everyone's responsibility.</p>	<ul style="list-style-type: none"> Elimination of attendance gap between disadvantaged students and their peers within the academy. 20% reduction in the number of disadvantaged students who are persistently absent. Attendance of all students within the academy has increased and is above the national average.
<p>Disadvantaged students understand and are supported to meet the behaviour expectations of the academy.</p>	<ul style="list-style-type: none"> 20% reduction in the number of break/lunch behaviour incidents of PP students. Number of sanctions is reduced by 25% for PP students for behaviour incidents. The percentage of disadvantaged students on a fixed term exclusion, managed move or alternative provision placement to be in line with non-disadvantaged students.
<p>There is an increased participation rate from disadvantaged students in enrichment activities both within school and external opportunities.</p> <p>Students' cultural capital is enhanced through their involvement in these activities.</p>	<ul style="list-style-type: none"> All disadvantaged participate in at least one external visit; interventions, and an enrichment activity each academic year. At least 64% of the following to be PP students: <ul style="list-style-type: none"> a) Student leadership opportunities b) CORE Us c) CCF d) Sports Teams e) Duke of Edinburgh f) CORExplore Days
<p>All disadvantaged students obtain a post-16 position for September 2026. Aspirations of students are raised, and they are more knowledgeable about post-18 opportunities.</p>	<ul style="list-style-type: none"> There are no disadvantaged NEETs, all disadvantaged students are in full-time education, apprenticeship or employment in September 2026 A focus on Careers will become embedded into the curriculum from Year 7 onwards

	<ul style="list-style-type: none"> • All KS4 disadvantaged students have the experience of visiting a higher education institution and are knowledgeable regarding Higher Level Apprenticeships.
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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: £171,107

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Pupil Premium leadership</i>	This approach aligns with research findings that emphasise the importance of targeted professional development and instructional leadership in improving student outcomes, especially among disadvantaged students (Education Endowment Foundation, 2021).	1,2,3,4,5,6
<i>Trust Lead Practitioner contribution</i>	<p>High-quality, first-wave teaching is the cornerstone of academic success for all students, particularly those from disadvantaged backgrounds. To strengthen this provision, we will deliver targeted Continuous Professional Development (CPD) through our Trust Lead Practitioners. This programme is designed to equip staff with evidence-based strategies that enhance classroom practice and accelerate progress for Pupil Premium (PP) students. Research indicates that these approaches can lead to gains of up to eight months within a condensed timeframe.</p> <p>Providing effective feedback is consistently identified as one of the most impactful strategies for improving learning outcomes. High-quality feedback focuses on the task, subject content, and self-regulation strategies, offering specific guidance on how to improve.</p>	1,2,3,5,6

	<p>Evidence demonstrates that feedback benefits learners across all age groups, with notable impact in English, mathematics, and, to a lesser extent, science (Teaching and Learning Toolkit, 2021).</p>	
<i>Literacy leadership</i>	<p>Some disadvantaged pupils may have low prior attainment in reading. To address the specific literacy needs of our pupil premium (PP) students, we are implementing targeted literacy interventions facilitated by Reading intervention specialists and a specialist Literacy Teacher.</p> <p>This approach is grounded in evidence-based research demonstrating the significant impact of reading comprehension strategies on student progress and achievement (Education Endowment Foundation, 2025). By tailoring activities and texts to match students' reading capabilities, these interventions aim to provide a supportive yet appropriately challenging learning experience for PP students.</p>	1,2,3
<i>Subject Resources/ CPD</i>	<p>Ensuring an effective teacher is front of every class (EEF, 2021) highlights the importance for a comprehensive programme of support, guidance and CPD for staff.</p>	1,2,3,6

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

Budgeted cost: £ 109,618

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Academic Mentors</i>	<p>Recognising the potential impact of Individualised instruction, we implement targeted academic tutoring for our pupil premium (PP) students. This approach is grounded in strong evidence indicating that one-to-one tuition can lead to an average of five additional months'</p>	1,2,3,4,5,6

	<p>progress (Education Endowment Foundation, 2021). To ensure the effectiveness of this approach, we will ensure that tutoring is supplementary to regular classroom teaching and closely aligned with the curriculum, while also monitoring progress to maximise its benefits.</p>	
<i>Student Support</i>	<p>Research indicates that early intervention is essential for addressing attendance and behaviour issues before they escalate (Education Endowment Foundation, 2021).</p> <p>SEND and student support can establish strong partnerships with families to identify barriers to attendance and behaviour and provide targeted support (Kercher & Li, 2016).</p>	1,4,5,6
<i>Holiday and Saturday School</i>	<p>Recognising the value of extended learning, our Pupil Premium strategy includes weekend and holiday sessions to reinforce learning, build confidence, and improve knowledge retention—particularly for Year 11 students.</p> <p>Evidence shows that additional learning time, when well-structured, positively impacts achievement and supports self-confidence and self-efficacy (Cooper et al., 2006; Vukovic et al., 2013). The quality of these sessions is more influential than the quantity meaning a rigorous monitoring schedule is important (EEF, 2025).</p>	1,3,4,5,6
<i>Support with resources</i>	<p>Our pupil premium (PP) strategy acknowledges the significance of effective revision, recap, and recall strategies in enhancing students' understanding, retention, and application of key concepts. To address the challenges posed by varying learning needs and to ensure equitable access to resources, we have integrated a range of software tools into our approach.</p>	1,2,6

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

Budgeted cost: £132,075

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Pastoral leadership – Year Group Coordinators/ Pastoral Manager including behaviour support</i>	Providing high-quality pastoral support is crucial for improving outcomes among disadvantaged students (EEF, 2021). Consistent and well-monitored behaviour interventions can enhance academic progress and create a positive school environment (EEF, 2021; Hawkins et al., 1992). On average, behaviour interventions deliver around four months of additional progress and reduce problematic behaviours (Teaching and Learning Toolkit, 2021).	1,2,4,5,6
<i>Enrichment support- including CCF and D of E</i>	Arts participation has a positive, though moderate, impact on academic learning, equating to approximately three months of additional progress. Arts-based approaches, such as drama, can enhance engagement and oral language development before writing tasks. These interventions also deliver wider benefits, including improved attitudes to learning and increased well-being (Teaching and Learning Toolkit, 2021).	4,5,6
<i>Counselling and Mentoring</i>	Research indicates that disadvantaged pupils often exhibit weaker Social Emotional Learning (SEL) skills, which can negatively impact mental health and academic achievement (EEF, 2021). While some behavioural challenges can be addressed through universal classroom strategies, others require specialist support to develop self-regulation and social-emotional skills (EEF, 2025). To meet these needs, we are partnering with external agencies—including MADE, Vision4All, Every Child Needs a Mentor, and Recrea8—to deliver targeted interventions that strengthen emotional regulation, social skills, and overall wellbeing.	4,5,6
<i>Trip Support</i>	Exposure to enriching experiences plays a critical role in fostering student motivation and	1,4,5,6

	engagement. According to UNESCO (2023), arts and cultural participation not only enhance academic learning but also promote creativity, curiosity, and positive attitudes toward education. Activities such as educational trips and music participation provide opportunities for students to connect learning with real-world contexts, supporting both cognitive and emotional development.	
<i>Uniform Support</i>	A school uniform provides students with a visible and consistent identity, reducing social comparisons and enhancing a sense of belonging and pride (Bodine, 2003).	4,5,6

Total budgeted cost: £ 412,800

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Achieved	On Track	At Risk
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Outcome	Evaluation
Attainment of disadvantaged students to be above national average for all groups.	The data shows a consistent attainment gap between Pupil Premium (PP) students and the rest of the cohort across almost all key measures, even though both groups started with the same KS2 prior attainment score (98). No P8 score for 24/25 makes direct comparison more complex.
The JQA way ensures quality first teaching for all students.	There is fidelity now to the JQA framework but there is work to be completed now on ensuring typicality in quality first teaching.
All students, including disadvantaged students, will reach age-related expectations for reading including in comprehension.	There is the need for a renewed focus on reading and comprehension across the school.
The attendance of disadvantaged students improves during the academic year due to the systems and processes that have become deeply embedded. With attendance seen as everyone's responsibility	There was an increase of attendance for PP students from 86.3% to 88.9% during the 24/25 academic year. Attendance gaps persist for Pupil Premium (PP) students. Overall PP attendance is 94%, with SEND PP students lowest at 87.5%. Male PP students attend less than females (92.8% vs. 95.3%). Gaps start small in Year 7 (~1%) but widen in Years 8–9 (4.5–5.9%) and are most severe in Years 10–11, where PP attendance falls below 90%, with gaps of 8.6% and 8.2%.
Disadvantaged students will participate fully in learning and school life.	PP students are significantly over-represented in suspensions, accounting for 84.6% of all cases despite being 62% of the school population. This equates to a 22.6% difference and a representation ratio of 1.36, meaning PP students are 36% more likely to be suspended than expected
There is an increased participation rate from disadvantaged students in enrichment activities both within school and external opportunities.	60% of students participating in Enrichment activities was 60%. Student's participated in events such as visiting the Globe Theatre and Warwick

Students' cultural capital is enhanced through their involvement in these activities.	Castle. There were talks from KPMG, Goldman Sachs and Precious Lives
All disadvantaged students obtain a post-16 position for September 2025. Aspirations of students are raised, and they are more knowledgeable about post-18 opportunities.	Students in Year 11 all received two interviews with Connexions (PP Students prioritised). The students had opportunities to visit post-16 providers such as BMET and JCC.

Headline Measure	Whole Cohort	PP	Difference	
Average Total Attainment 8	35.46	33.41	-2.05	▼
Average Attainment 8 Grade	3.55	3.34	-0.21	▼
Average KS2 Prior Attainment	98	98	0	=
Students Achieving 9-5 in English and Maths	28.1%	23.8%	-4.3%	▼
Students Achieving 9-5 in English	46.6%	40.5%	-6.1%	▼
Students Achieving 9-5 in Maths	34.2%	28.6%	-5.6%	▼
Students Achieving 9-4 in English and Maths	47.3%	41.7%	-5.6%	▼
Students Achieving 9-4 in English	65.8%	63.1%	-2.7%	▼
Students Achieving 9-4 in Maths	50%	44%	-6%	▼

Attendance Data

	Overall	Male	Female	SEND	Non-SEND
PP	90.4	89.5	91.4	84.4	91.6
Non-PP	96.2	96.4	95.9	96.5	96.2

	7	8	9	10	11
PP	95.7	91.12	90.34	88.40	87.47
Non-PP	96.8	95.59	96.21	96.98	95.69

Teaching

Good progress Average progress Minimal Progress

Progress has been made in establishing a coherent understanding of the school's strategy for addressing disadvantage. Both internal and external evidence demonstrate that the targeted support for vulnerable students is beginning to positively impact learning outcomes. This is evident through practices such as systematic checks for understanding during lessons, increased use of Cold Calling, targeted scaffolding for extended tasks, and the removal of classroom barriers to learning. Ongoing professional development in adaptive teaching continues to ensure that instruction for disadvantaged students remains high quality and firmly grounded in metacognitive research.

Targeted Academic Support

Good progress Average progress Minimal Progress

Provision pathways have been established to ensure that pupils experiencing difficulties in core subjects—particularly literacy and numeracy—receive appropriate, targeted support to secure good progress without compromising curriculum breadth or creating a deterministic approach. Identified pupils are placed in intervention groups and are demonstrating improvement in their specific areas for development. However, the full impact on attainment is yet to be realised, as the systems and processes required for effective use of diagnostic assessment are still being embedded.

Wider strategies

Good progress Average progress Minimal Progress

The school's co-ordinated approach to pastoral care is positively impacting behaviour and attendance concerns, particularly for pupils with social, emotional and mental health needs. There is a strong link between the AHT Inclusion, AHT Behaviour and Attitudes and the SENCO which ensures the needs of all students are considered. Investment in attendance and the pastoral systems and structure have seen attendance rates improve. The pastoral support offered for students includes a wide range of external mentoring companies focusing on wellbeing, emotional regulation and a focus on the reduction in serious youth violence. Suspension rates are falling for all pupil groups though disadvantaged pupils remain disproportionately represented.